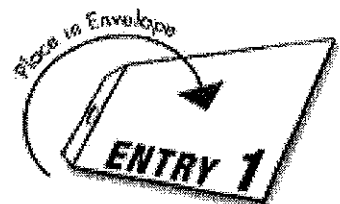
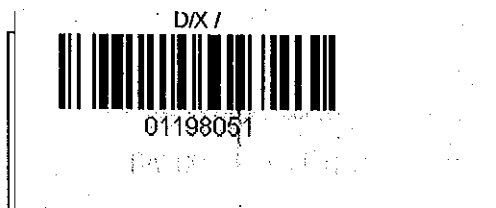




your
Portfolio

Entry 1 COVER SHEET





Contextual INFORMATION

This form asks you to describe the broader context in which you teach. ***If you teach in only one school***, please complete this form once, make copies of it, and attach one copy to each of your entry responses, directly following each entry's cover sheet. ***If you teach in different schools that have different characteristics, and your entries feature students from more than one school***, please complete this form for each school. Make copies of each different completed form and attach to each entry the form that applies to it.

NOTE

You are asked in each entry to provide specific information about the students in the class you feature in the entry. This is in addition to the information requested here. Please print clearly or type. (If you type, you may use single-space the text using 12 point Times New Roman.) Limit your responses to the spaces provided below. For clarity, please avoid the use of acronyms.

1. Briefly identify:

- The **type of school/program** in which you teach, and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

Public high school / Integrated English and history class - 9th grade

- The grade(s), age levels, courses, number of students taught daily, and the average number in each class:

Grades 9-11 Age Levels 14-17 Number of Students 135 Average Number of Students in Each Class 28

Courses 9th Grade - American Studies (Integrated American literature and American history class); 11th Grade - American Literature

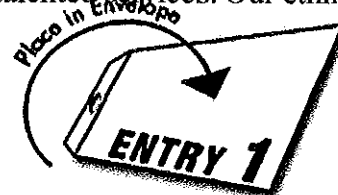
2. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entries? Be brief and specific.

NOTE

You might include details of any state or district mandates, information regarding the type of community, and access to current technology.

My school is a comprehensive, college-prep high school with a student body of 2000 students. We offer a range of courses: 18 Advanced Placement courses to Transitional English courses for our growing LEP population. Our district population of LEP students continues to grow exponentially. Our district has also reallocated funds and has eliminated ESL-focus schools. All students who speak a language other than English have been returned to their neighborhood school, our school being one. Approximately 3% of our student body is classified as ELL; that number increases every year. Our student body hails from a range of socio-economic strata. We have students from upper-class families living on golf courses to many of our students coming from middle class families. Our community is extremely involved in our learning community. Ninety percent of our students graduate in four years while 85% attend a post-secondary institution after graduation. Twelve percent of our student body is "at risk," which is defined as receiving free and reduced lunch. Nine percent receive gifted and talented services. Our ethnic breakdown is as follows: Caucasian - 75%, Hispanic - 12%, Asian - 6%, African-American - 3%, and Native-American - 1%.

We have excellent access to technology. Every classroom has its own computer and ceiling-mounted LCD projector. Many rooms have interactive SMART boards in them. We subscribe to multiple on-line databases for library-driven research and Turnitin.com, the web-based plagiarism and writing cycle site.

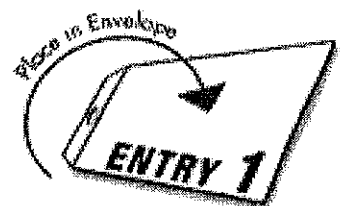




your
Portfolio

01198051 CANDIDATE I.D.	
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Written Commentary **COVER SHEET**



Instructional Context: Both students in this entry come from my American Studies (AS) classes, which are comprised of 45 and 58 freshmen, respectively; all are between 14 and 15 years old. AS is a required freshmen interdisciplinary, team-taught class of American literature and American history, which meets as a block period for an average of 105 minutes per day. I chose to teach this course because I have degrees in English, American history, and Teaching the Linguistically Diverse.

Student A (Yaritza) is an English language learning Hispanic student from my 5th period block, an ethnically and linguistically diverse class with the following ethnic breakdown: Caucasian-82%, Hispanic-8%, Asian-6%, and African-American-2%. Linguistically, the class has emerging-fluency speakers well as those already fluent in English. Six of the students are considered “at-risk” because they receive free and reduced lunch, 6 students are on IEPs, and 5 students are staffed into our Accelerated Reading class because they are on Literacy Action Plans. One profoundly deaf student is in this class. This variety of backgrounds provides instructional challenges as their academic abilities are also varied. We have students who are borderline proficient to those who rate unsatisfactory in most academic skills, according to our state-mandated assessments. The class is introverted and non-academically motivated.

Student B (Lahana) is a Native-American student from my 7th period block, a class as ethnically diverse as 5th hour, but linguistically homogenous, despite the fact that six of the students speak additional languages at home. The students have entered my class with reading and writing scores in the proficient to emerging advanced ranges. Three students are on 504 plans for anxiety issues and 10 receive gifted and talented services for quantitative strengths. This class is energetic and knowledge-hungry and demands refinement of academic skills at the 9th grade level and a push toward more advanced reading analyses and writing structures.

Each class meets in a shared-space room; this room has a folding wall to allow room

configuration changes, although all walls are either whiteboards or windows so the posting of exemplary student work or word walls is non-existent. Also, both halves of the room have hanging LCD projectors, which I utilize daily, to infuse multimedia into lessons.

Analysis of Student Work – Student as Reader: Student A (Yaritza) entered my class scoring partially proficient in reading on the state-mandated assessments. Her lexile score is 1018 (out of 1400), which indicates the low end of 9th grade proficiency. She struggles in non-fiction reading, vocabulary, thinking skills, and comprehension and also attends Transitional English courses. Yaritza seeks to overcome her language acquisition challenges and has sought individual assistance many times this year in both reading and writing; she never uses her deficiencies as an excuse for not working hard. She has goals of attending college, the first in her family to do so, in order to major in business. She is a focused student desiring to improve her English reading and writing skills; many of her work samples reflect the common language struggles of non-native speakers of English – interpreting text nuances and vocabulary comprehension.

The reading goals Yaritza and I have created for her this year are two-fold: first, increase her toolbox of explicit reading strategies and, second, scaffold her application of those to increasingly difficult texts. For the first goal, I have focused instruction based upon her state assessment scores and our own common course team's baseline and quarterly assessments. I deduced that she was able to read relatively well at the literal level on 9th grade-leveled texts but struggled with reading at the interpretive level. Because of this, I have explicitly taught the difference between inference and interpretation; the skill of making connections to, between, and among texts; the skill of visualizing while reading; and the SAGE (synonym, antonym, general context, and examples) approach to comprehending new vocabulary. I have also logically scaffolded the texts Yaritza reads to mirror her skills deficiencies; those steps were full of visual texts such as TV show and feature film clips to allow her to practice the reading skills in

isolation on accessible texts. I have also provided her with an array of texts from which to choose in order to connect with her current passions. The texts she chose include *The Lovely Bones*, *Chicken Soup for the Teenaged Soul*, and *Cool Salsa*, a book of poetry; these have been perfect as they are language level appropriate and very high interest.

Looking at the rubrics and comments on the “Bernice Bobs Her Hair” storyboard and the Fox News / Detecting Bias paper, it is evident that Yaritza applies her toolbox of skills to these texts. For example, in the “Bernice” storyboard, Yaritza chose to interpret a pivotal scene in the story where Bernice overhears her cousin talking negatively about her and created a film technique-laden storyboard reflecting that interpretation and her application of the visualizing reading skill. One can see that she understood the plot level of that scene and was able to read between the lines since she accurately applied her knowledge of visualizing as a comprehension monitoring technique to her drawing. For example, Yaritza interpreted that Bernice would be heartbroken upon overhearing her family talking about her. Yaritza chose to draw Bernice in a close-up, a film technique usually reserved for emotion-catching moments. Yaritza then validly interprets that a long shot might be most appropriate as Bernice felt alone after this scene since long shots create an atmosphere of isolation. Yaritza also made some improvements from her first draft when discussing the lighting techniques and how those reflected the feelings of Bernice after she has been shunned by her family; Yaritza appropriately used the low-key lighting in scene four to parallel the sadness Bernice would have felt at this moment.

Looking at Yaritza’s detecting facts, opinions, and bias in the media paper, an examination of *Outfoxed*, a documentary, and of Fox News, it shows that she is applying our explicit instruction on how to detect these essential terms to her own reading, this time to a visual media source. One can deduce that she applied her knowledge of facts and opinions while watching this documentary. In the first body paragraph, Yaritza commented how O’Reilly often

told guests to “shut up” when giving opinions that differed from his own. She added a specific reference to where O’Reilly yelled at Glick, a young man whose opinion on 9/11 differed from the show’s host. She also commented how O’Reilly did that to shape the audience’s point of view to “just his point of view or the owners.” This assignment appealed to her as our class continually discussed the presidential election, the propaganda put forth by both candidates, and the need to separate truth from opinion. Later, Yaritza made the assertion that people should not watch Fox as it could not clearly separate fact from opinion appropriately.

Yaritza is beginning to achieve our reading goals. I have seen her grow from scoring unsatisfactory on our AS baseline assessment to seeing her score well into the proficient range on our semester one final exam. I predicted this, though, as we meet every other week during our Response to Interventions class periods to discuss her progress and because of how she has progressed on her formative assignments along the way; Yaritza has demonstrated interpretive reading and questioning growth through her literary letters that have accompanied many assignments this year. She is also more verbal in our class discussions as a result of her better understanding the texts at the interpretive level. My work with Yaritza and goals are not met, though. I know that we still have many difficult texts to read and understand this year, which become more complex in terms of their language and in their need for interpretation. For example, O’Brien’s *If I Die in a Combat Zone*, which contains his sparse style and the ambiguity of war, will demand all-encompassing and explicit strategy application, and while I know that Yaritza is on a learning curve that I approve of, we still have much work to do to assist her in accessing these texts at an appropriate 9th grade level.

I will continue to assist Yaritza as a reader in two ways. The first will be to explicitly teach comprehension fix-up strategies and to offer her lessons on monitoring comprehension and reading pace Focusing her attention on her metacognition (thinking about her thinking) while

reading will be key in her understanding these more difficult texts. Additionally, I seek to increase the difficulty of the texts that Yaritza is reading and the associated, explicit modeling and scaffolding steps. I know that with continued direct practice of these reading skills coupled with a gently rising level of complexity in texts of her choice, Yaritza will be more capable in accessing texts both at the end of this semester and into her future high school career.

Student B (Lahana) entered my class scoring proficient on the state assessments and with a lexile score of 1275, but showed deficiencies in reading comprehension and higher-level thinking skills. These results were confirmed on our AS baseline exam when she scored unsatisfactory on the interpretive reading subtest. Lahana is a student eager to improve her reading skills as she has gains of going to college, the first in her family to do so, and of becoming a veterinarian. She is in an advanced “track” of classes which will push her academically and demand that she employ explicit readings strategies on more complicated texts.

Lahana’s needs in reading relate to adding levels of complexity to the texts and applying explicit reading strategies to those more difficult texts. Lahana does not struggle in reading due to language acquisition concerns; rather, she struggles to comprehend texts when they challenge her to a level where metacognition must take over. She had not needed to do this through middle school, but my class has challenged her to this new level. To challenge Lahana, I have increased the complexity of some scaffolding steps. For example, during our Western Expansion unit, Lahana read “Lullaby” (specifically chosen by me due to its Native American author) and, during our Imperialism unit, she read a chapter from Zinn’s *People’s History of the United States*. Both of these pieces offered Lahana challenging contextual pieces upon which to directly apply her reading strategies and to make deep personal and cultural connections since these texts discussed the historical patterns of White Europeans conquering people deemed inferior due to skin color or perceived short-comings. These texts gave Lahana the words that she knew were in

her, but had previously struggled to articulate.

Lahana has shown improvement in her interpretive reading skills through both of the attached assignments. In her "Bernice" storyboard, Lahana connected the application of film techniques and monitoring comprehension through visualization to a valid interpretation of the scene. She applied high angles when Bernice was feeling powerless, which make the character look physically small and metaphorically weak. Lahana also incorporated color symbolism into her board by appropriately connecting the "bright" purple color to Benice's bright personality.

In the Fox News / Detecting Bias in the Media paper, Lahana discerned the facts and opinions surrounding Fox News. She pointed out how the documentary argued that that Fox News was "hiding the liberal side of everything." She correctly inferred the documentary's point that what was produced on Fox was different from the facts as reported by other news outlets. She also interpreted the documentary's comments about the subtleties of Fox's reporting, the inclusion of the Fox News Alerts, and the implications that some alerts were factually less important than actual news. Lahana said that the Alerts were "alerting views about...nonsense no one needs to be aware about." She made and defended her valid interpretations of the bias contained in the Fox Network when she discussed the reported numbers of liberal and conservative guests that appear on each program. Lahana deduced this subtle fact and correctly inferred how that demonstrates the network's bias and opinions.

Lahana is also nearing our reading goals. She has successfully applied many reading strategies to the texts she had read. She has shown this by improving her reading scores on the AS common assessments; by the end of first semester, she was broaching the advanced score on the semester final. In looking longitudinally, Lahana has shown her reading improvement through interpreting poetry during our unit on the Harlem Renaissance applying background knowledge when justifying her interpretation of Christian imagery throughout *Inherit the Wind*,

our latest class-wide reading, and through our small reading group meetings to discuss her self-chosen literature circle book, *Twilight*.

My work with Lahana is not complete, though. Lahana is a student who will be advised to take the advanced “track” of classes: World Studies, AP Language, and then AP Literature. I understand the complexity of the texts contained in those classes, having taught World Studies previously. I will continue working with her to refine the strategies’ applications that she is already practicing while increasing the complexity of the texts facing her. Lahana has been placed in a small reading group of similar ability-leveled peers to undertake a long-term research project wherein their interpretive reading skills will be tested as they seek to accept or refute Michael Sherry’s thesis, in his book *In the Shadow of War*, that the United States is only effective and efficient when on a war footing. This project will challenge Lahana with difficult non-fiction reading, film viewing, and connection-making opportunities that she will need to improve her current skill level and for sophomore year.

Students as Writers: Yaritza speaks Spanish at home and hears English through the filter of her emerging knowledge of English fluency and grammar, but, as a second language learner, exhibits many of the classic signs of language acquisition struggles. For example, Yaritza misspells words based upon what she hears rather than on correct structures and incorrectly applies the -ed ending to irregular past tense verbs, but she is very competent in Spanish; that L1 competency places her at a great advantage to learning English as she understands the general structures of language, sentence patterns, and fluency needs. Yaritza’s challenges lie in transferring her skills to English

Yartiza and I have created three writing goals for her this year. First, she will improve her writing fluency. Secondly, she has committed to develop her expansion of ideas and the tying of those to the texts with which she is working. Our third goal is vocabulary development. Because

she is still learning words and the connotations of those new words, Yaritza tends to write conservatively, sticking to a few stock words throughout her written pieces.

In order to improve Yaritza's sentence fluency, I have offered many lessons and assignments that scaffold sentence patterns and structures, how to correctly combine sentences, and how to implement transitions. We have also read many authors and analyzed their divergent styles for sentence patterns: Hawthorne for his verbosity, Hemingway for his concision. I have also instituted a multi-week scaffolding progression for paraphrase and quote integration to assist in the idea-development process to tie interpretations concretely to the text at hand. To improve Yaritza's word choice and vocabulary, I have offered mini-lessons in word variety and in word connotations. For example, Yaritza studied a chapter from *Spunk and Bite* about color words and applied those to a descriptive analysis of famous world art. Later, she a chapter about word variety and applied that knowledge to the attached assignment of creating a story for a primary source Great Depression photograph.

Yaritza's first sample was from an assignment discussing foreshadowing in London's "To Build a Fire," where students studied the common cues of and analyzed London's use of foreshadowing. While Yaritza wrote in the first person throughout, a skill we are attempting to wean freshmen of in academic writing, she did write with better fluency in this piece. She said that London "uses confidence / cockiness, throughout the story that also creates suspense and makes us wonder of the characters confidence." This sentence was a bit stilted, but flowed better than originally when written as two choppy sentences. This improvement can be attributed to the "sentence audit" where students were reflective on the variety of sentence lengths and verb choices in a draft. Additionally, Yaritza incorporated a direct quote. She said, "He was surprise, however, at the cold. It certainly was cold. That's another cue of foreshadowing." The verb tense was not appropriate, but she attempted to incorporate direct textual evidence into the framing of

her own writing, a reflection of the mini-lessons on quote integrations.

Looking at Yaritza's word choice assignment on the Great Depression, one can see that through my comments and those by her peers in an on-line peer review, she has improved her choices. Yaritza did start off writing with some strong word choices based upon her knowledge of Spanish cognates (a tip I advised her of to take full advantage of her strengths in her native language), exemplified by her use of "agony," "torturing," and "abundant." While her first draft used the vague term of "bad," her second draft improved that to "devastating." Additionally, she added the line of how her "innocent kids would go to bed every night." Errors in word choice and usage did exist despite revising. For example, Yaritza wrote that "it was just mortifying seen how people were slowly fading." "Mortifying" was an improvement for her while the error of verb tense remained.

Most of my writing assignments are turned in through Turnitin.com, the on-line plagiarism and grading web site. This style of both assessment and feedback is the cornerstone of my writing program as it allows me instant access to the student's papers, originality reports, and real-time grading feedback. Students can then access my comments immediately upon my writing of them. This system has been instrumental in helping Yaritza to improve her writing because we have been able to communicate on her terms in regards to her individual needs. For example, both of her writing assignments went through the entire writing process with many steps of that being on-line. Both times I was able to provide detailed and individualized feedback within 24 hours of submission, which research points to as the primary factor in student writing success. Additionally, the Steinbeck assignment underwent a peer review assignment where two students offered Yaritza feedback to help in improving the subsequent draft. This system, coupled with the paper rubric designed to focus on her particular goals utilized in each assignment, gave Yaritza clear feedback on her writing. Finally, Yaritza had the opportunity to

continue to revise assignments using my “revision ticket of entry” sheet where students are asked to be reflective of the previous draft’s strengths and weaknesses to apply to another draft for increased feedback.

I continue to work on Yaritza’s sentence fluency and proficiency of English by encouraging her to read her papers aloud to tap into her oral proficiencies and transfer those to her written work and to augment her working vocabulary with more concrete nouns and active verbs through the process of studying individual words and their meanings and through exposing her to well written pieces whose authors exemplify colorful and varied word choices. In addition, during our weekly meetings, Yaritza and I conference about her writing progress, something she has grown in confidence with and has shown increased excitement about.

Lahana enters my class as a very strong writer. She is on the cusp of the proficient and advanced line of the state assessments. She struggles with writing for a variety of purposes and with extended writing. Additionally, her baseline AS writing assessment, one focusing on academic (non-narrative) writing confirms this score and illuminates that she struggles with staying on topic in longer writings and with providing textual evidence to support her interpretations. Lahana is a native English speaker who is motivated to do well academically. She has sought additional discussion time with me about her writing and has taken advantage of the “revision ticket of entry” option many times. Writing and the grades associated with it came easily to Lahana in middle school, but this class and its expectations are challenges to her.

Lahana and I have two goals to improve her writing. The first is to develop her ability to present a coherent academic argument and to defend that with textual evidence. An additional goal is to improve the conventions surrounding the quote integration process in the MLA style. While Lahana conceptually understands that ideas need evidence to be believed, she struggles with smoothly integrating the quotes and manipulating them to improve clarity and fluency.

To reach these explicit goals, I began a year-long scaffolding process with Lahana to improve her academic writing skills. We began by explicitly modeling what strong paraphrases look like and how they can be woven into a paragraph. We then moved to the myriad of ways writers incorporate direct quotations, manipulate items through the use of square brackets, and eliminate material through the use of the ellipsis. After each step of this process, Lahana applied the new skill to formative assignments to experiment with the new structures and expectations while building to summative pieces at the end of first and second semester.

The two attached assignments demonstrate scaffolding steps that have assisted Lahana improve toward these goals. The first is an assignment comparing whites' attitudes toward indigenous people in both "Lullaby" and *Rabbit Proof Fence*. Lahana was to discuss the similarities through accurate paraphrases and direct quotes. Lahana wrote a strong paper on this assignment. For example she defended her interpretations clearly by saying that "the whites' attitude toward her was very disruptive and cruel" and that the "whites' attitude...was negative also." A few instances required more attention, though. For example, Lahana did not fully connect her thoughts to her topic sentence when she said that the "whites don't care about how the families are in mourn for their children." Lahana could have been more explicit with her connecting of examples back to her topic sentence, but it was clear that this topic of indigenous peoples' struggles against racist conquerors appealed to her as her passion shines through.

In looking at the FDR letter, Lahana did some strong work with quotes. For example, she smoothly integrated the sentence "about selling to the thousands of farmers...[who] left their land behind." She correctly utilized the square brackets to change tense discussing farmers who "continue to lose their land when they [can't] pay," but she did not attempt the inclusion of the ellipsis. This improvement came after revision, though. Her first draft included errors of ellipsis usage such as "...god didn't create this land" and "the sting of the winds is unbearable, '...on the

skin.”” She then completed the revision ticket of entry for another draft submission, which resulted in the aforementioned stronger draft. And while this skill of quote integration is relatively unexciting, Lahana mentioned the importance she saw in this assignment as she realized she will need this in upcoming and challenging academic classes.

Our work is not finished, though. While I have seen substantial growth in Lahana’s writing due to comments made on Turnitin.com and through the revision ticket of entry, I continue to focus on moving Lahana toward more advanced structures of writing to defend her ideas – utilizing the semicolon to join clauses and using the colon to create lists, for example. Lahana must also work on connecting her thoughts back to topic sentences since she continues to include ideas without explanation or context for them, forcing the reader to infer meaning.

Reflection: We are nearing completion of the goals we’ve set for the year. Both students have improved their interpretive reading comprehension scores on our common assessments from their baseline to their semester final tests, moving from overall scores of unsatisfactory and proficient to proficient and advanced, respectively. More importantly, they have been able to access more rigorous texts with increasing independence as they have a stockpile of reading resources at their disposal. There are always more difficult texts to access, more nuances to struggle with, and more pieces of background knowledge to gain and apply to future texts. I see, though, that these students have gained a solid understanding of how “good readers read” and that they, too, are feeling more and more as such.

In terms of writing I see the tremendous progress they have made toward our goals. With Yaitza, I will continue to work on transferring her knowledge of Spanish to that of English in terms of fluency and to develop her working vocabulary. Lahana struggles with writing in a different way. Her work now is about refinement and about moving toward future years’ standards in regards to defending her arguments and improving conventions. I know that while


these reading and writing skills help in my class, they will also help them in any of their other content areas. That is my underlying goal for all students: make literacy a part of their lives to the extent that they become skilled enough to enjoy it.

Overall, these student responses reflect my commitment to explicit teaching, modeling, and the gradually releasing of control over skill instruction. While the literature of my class is important, the literacy skills they leave with are more so. These responses indicate that I am reflective of where to begin instruction with each student; reveal that I deduce what each student needs as an individual and what each requires as a differentiation of his or her skills; and demonstrate my willingness to explicitly teach the much more difficult aspects of our language arts classroom: skills. Everyone wants to teach *The Great Gatsby*, but when students cannot read and write about it, and it is due to their lack of skills, a greater challenge exists. I strongly believe that skill instruction is a strong remedy to comprehension difficulties, and I am committed to breaking down these abstract mental skills into manageable chunks for students as I know that these are much more important for all students as they enter into the world or work or college.

There are weaknesses in my work, though. Even though many of the pieces of literature student read in AS are mandated by the district, I can work harder to find more personally appealing and skill-appropriate scaffolding texts to align with students' current realities. I could infuse more young adult texts through which to teach skills. I must also find more exciting and relevant ways to teach textual evidence integration. Defending one's ideas is essential; this could be taught through a visually and 9th grade appealing film studies unit. I also must carve out more time for in-class writers' workshops and individual conferences, which have proven so effective with these two students. Finally, I can improve upon the creativity with which I introduce students to new writing style elements since that creativity would go hand in hand with the artistry of voice and word choice.



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01198051
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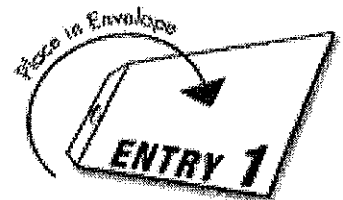
Student A Response

Print-based Text

COVER SHEET

Attach to this cover sheet:

- ☒ Assignment/Prompt for print-based text (one page maximum).
- ☒ Student Response (three pages maximum).
- ☒ Rubric (one page maximum).



"Bernice Bobs Her Hair" Storyboard Assignment
American Studies

Recently, we have been speaking about using visualization as a reading strategy. This was to help you create deep, meaningful pictures of what you were reading and to assist you in comprehending the material at an interpretive level. Remember, authors often "leave out" details within a story so that the reader must infer or interpret the action, feeling, or motivations. Today, you will be asked to put that knowledge and your newly acquired knowledge of "Bernice Bobs Her Hair" together and into action.

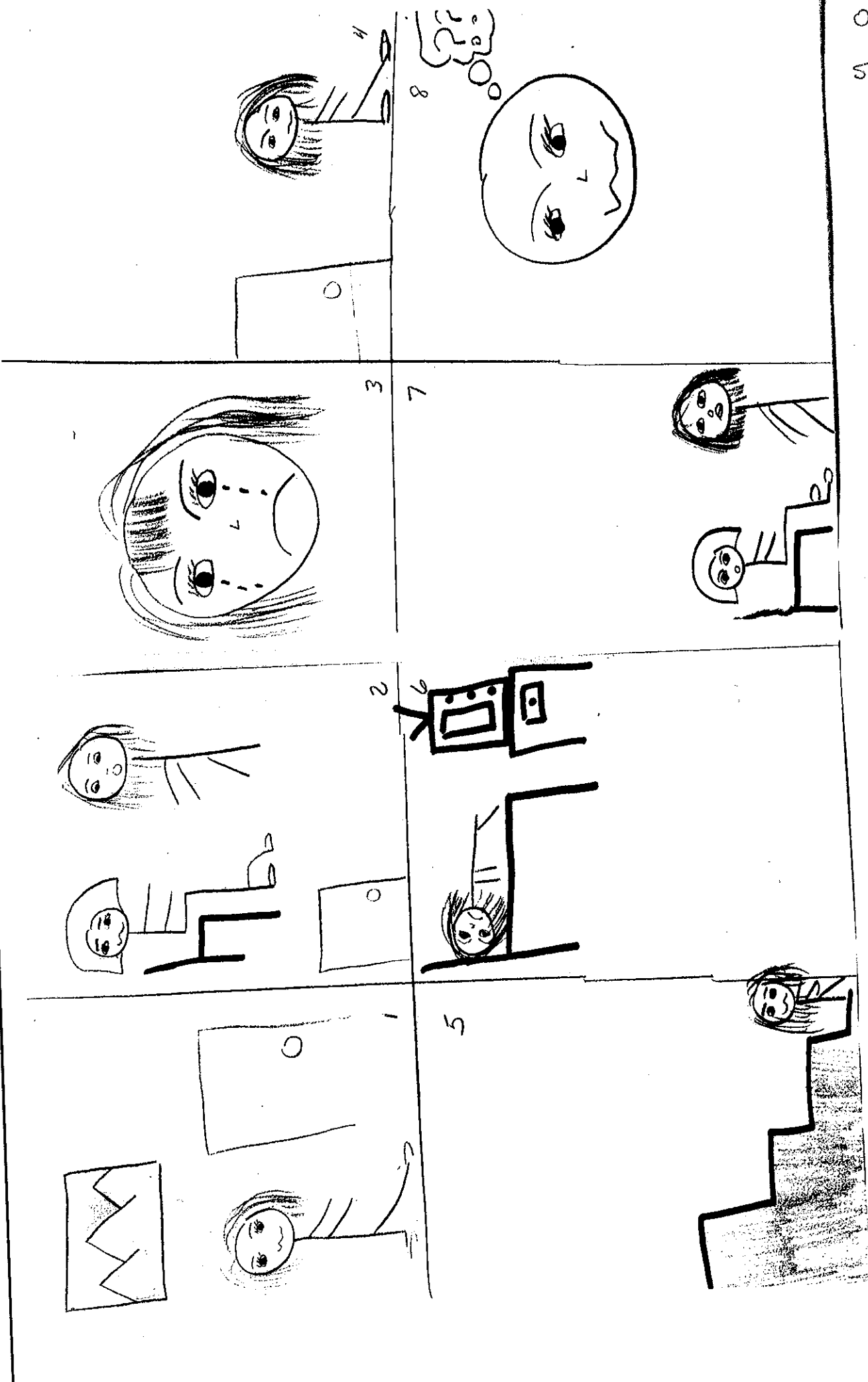
ASSIGNMENT

- Pick a scene, that is significant to the overall plot, from "Bernice Bobs Her Hair."
- Create an 8 cell storyboard (like a comic strip) for that entire scene.
- Tell the entire scene....with only 8 pictures on an oversized legal sheet of paper, which we shall provide for you.
- Make 2 of your 8 cells show **camera angles** (These could be high or low angles).
- Make 2 of your 8 cells show different **framing techniques** (For example, close ups, establishing shots, medium shots, etc. could be used.
- Make all of your 8 cells show **lighting effects** (high key, low key, side, etc.)
- On a separate sheet of paper, create a "script" of your storyboard. For each cell, include the following in your script:
 - a. what is "supposed" to be happening plot-wise in each shot (You know, in case your Picasso gene never really developed!)
 - b. what camera angle, framing, and lighting techniques are used in each shot
 - c. what the soundtrack sounds like in each cell and where the "climax" is for the scene (and the music)

KEY.....

- d. **WHY** you chose to use those techniques at that specific time. **SHOW** me your interpretation of the scene and detail where you have had to "read between the lines."
- e. Cite specific lines or paraphrases from the text to help defend your interpretation.
- f. **Remember:** Every technique is a choice to help you tell your scene; make sure you know why (and explain why) you chose to show Bernice as a close-up or as a low camera angle or whatever else you might have chosen, making sure that your drawing attempts reflect a **VALID** interpretation of the scene, given the information you have!

01198051
Student A



Bernice Storyboard

Scene One

Shows Bernice walking in the hallway and passing by Mrs. Harvey's room. She hears Marjorie's voice...

Camera angle is a long shot because I wanted to show Bernice walking down the hallway and to also be able to see the door and the entire hallway.

- Why is the entire hallway necessary?
What does that show?

Scene Two

Bernice hears Marjorie's voice coming from inside the room. She stops walking and stands behind the door listening to every word they say.

Close-up

Camera angle is a establishing shot because you can see everything happening but in a close caption. Like trying to see what's happening in front and behind the door.

- Why would we need to see her face in a close-up here?
- Are there important things to learn?

Scene Three

Bernice hears Marjorie say that she doesn't want her at her house that she's boring. Everything Marjorie said made Bernice cry.

Yaritza,

- This is a good start!
- I can tell that you're not only read the piece, but you've understood the scene as well.
- I think, on this assignment though, that you could go much farther in explaining why you chose the film techniques you chose. Why is a certain angle most appropriate (aside from just showing action!)
- How can you show (through your explanations) that each aligned with your interpretation?

2nd Draft of
Storyboard**Bernice Storyboard****Scene One**

Shows Bernice walking in the hallway and passing by Mrs. Harvey's room. She hears Marjorie's voice...

Camera angle is a long shot because I wanted to show Bernice walking down the hallway and to also be able to see the door and the entire hallway. I show the whole hallway to see how Bernice is feeling alone and alone in the world. The music is quiet and eerie hinting that something is going on in the bedroom.

Nice
the
foreshadowing

Scene Two

Bernice hears Marjorie's voice coming from inside the room. She stops walking and stands behind the door listening to every word they say.

This is a good choice since she probably feels isolated considering what happened in the kitchen.

Camera angle is a establishing shot because you can see everything happening but in a close-up. Like trying to see what's happening in front and behind the door. We need a close-up that Marjorie and her mom are talking quietly about Bernice but so we can't see that Bernice is listening outside. The music dips a little so we can hear what the girls inside are talking about...Bernice.

How
do you
justify
both here

How
not this
eliminate
the establishing
nature?

Important
to be able
to hear
what they are
saying.

Scene Three

Bernice hears Marjorie say that she doesn't want her at her house that she's boring. Everything Marjorie said made Bernice cry.

Camera angle: close up, because I wanted to show only Bernice's expression. I wanted to show these emotions because Bernice is probably crying that her cousin is such a back stabber. The music stops and only tears are heard dripping down her face.

Good! A close-up
would do
that!

Scene Four

Bernice is walking down the stairs with her heart broken, torn to pieces.

Can we hear this? I like the idea of
isolating the sound, though.

Camera angle, low key lighting because, the light is only focusing on Bernice to see her sadness and it shows no shadows, its only focusing on Bernice. The lighting is better as low key because Bernice would be sad and that lighting shows shadows and that people are sad like that seen we saw in class about the mystery. The music starts to play again and is sad and melody.

That
feels
appropriate

What do you
mean here?

True! Good connection.

Scene Five

Bernice finally gets to the bottom of the stairs and goes directly to her room


"Bernice Bobs Her Hair" Storyboard Rubric

	Advanced	Proficient	Partially Proficient	Unsatisfactory
Explanations of Reading Interpretations	<ul style="list-style-type: none"> Interpretation of the scene is extremely valid, evident, and directed from the written text's interpretive opportunities. The artistic interpretation of the chosen scene is made through the written explanations. Justifications of all film techniques' inclusions are defended with direct quotations or paraphrases from the text. 	<ul style="list-style-type: none"> Interpretation of the scene is valid, evident, and directed from the written text's interpretive opportunities. The artistic interpretation of the chosen scene is made clear through the written explanations. Justifications of all film techniques' inclusions are defended with lines or paraphrases from the text. 	<ul style="list-style-type: none"> Interpretation of the scene is emerging yet still tied to the written text's interpretive opportunities. The artistic interpretation of the chosen scene focuses on the literal level of the text. Justifications of all film techniques' inclusions are defended with general statements about the plot. 	<ul style="list-style-type: none"> Interpretation of the scene is limited or non-existent. Script focuses on a literal retelling of the plot. Script does not reflect reading "between the lines." Justification of cells is non-existent or focused only on the plot level.
Incorporation of Camera Angles	<ul style="list-style-type: none"> At least two camera angles are implemented into the scene's interpretation. Camera angle choices reflect a valid interpretation of the nuances or the power relationships in the scene. 	<ul style="list-style-type: none"> Two camera angles are implemented into the scene's interpretation. Camera angle choices reflect a valid interpretation of the power relationships in the scene. 	<ul style="list-style-type: none"> Less than two camera angles are implemented into the scene's interpretation. Camera angle choices reflect an interpretation of the power relationships in the scene. 	<ul style="list-style-type: none"> No camera angles are implemented into the scene's interpretation or camera angle choices are random or conflicting with provided evidence in the written scene.
Incorporation of Framing Techniques	<ul style="list-style-type: none"> At least two framing techniques are incorporated into the scene's interpretation. Framing choices reflect a valid interpretation of the hidden and subtle emotions of the scene. 	<ul style="list-style-type: none"> Two framing techniques are incorporated into the scene's interpretation. Framing choices reflect a valid interpretation of the explicit emotions of the scene. 	<ul style="list-style-type: none"> Less than two framing techniques are incorporated into the scene's interpretation. Framing choices reflect an interpretation of the scene without regard to the revealed emotions of the scene. 	<ul style="list-style-type: none"> No framing techniques are incorporated in the scene's interpretation or framing choices are random or contrasting with provided evidence in the written scene.
Explanation of Soundtrack	<ul style="list-style-type: none"> Explanation is detailed enough to give the assessor a mental image of how the musical selection complements the action and intended interpretations of the scene. 	<ul style="list-style-type: none"> Explanation is made of how the musical selection complements the action and intended interpretations of the scene, but some explanations are underdeveloped. 	<ul style="list-style-type: none"> A soundtrack is listed for each cell. Little to no explanation is made for how those musical selections complement the scene's interpretation. 	<ul style="list-style-type: none"> Either no soundtrack is listed for each cell or the soundtrack contradicts the scene's interpretation.
Storyboard Artistry	<ul style="list-style-type: none"> Artwork demonstrates great effort on the part of the artist regardless of whether the characters are stick people or are in color. 	<ul style="list-style-type: none"> Artwork demonstrates some effort on the part of the artist regardless of whether the characters are stick people or in color. 	<ul style="list-style-type: none"> Artwork demonstrates minimal effort on the part of the artist regardless of whether the characters are stick people or in color. 	<ul style="list-style-type: none"> Artwork appears rushed and done at the last minute regardless of whether the characters are stick people or in color.

A very interesting and creative interpretation of the scene. The student has used a variety of techniques to create a unique and engaging storyboard. The use of color and stick figures is a creative choice that adds to the overall quality of the work. The student has also included a soundtrack, which is a great addition to the storyboard. The student has done a great job of explaining the scene and the characters, and the use of color and stick figures is a creative choice that adds to the overall quality of the work.



your
Portfolio

01198051
CANDIDATE I.D. 

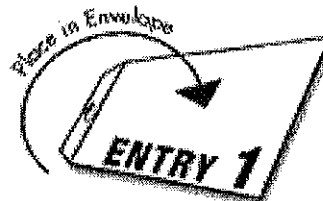
Student A Response

Nonprint-based Text

COVER SHEET

Attach to this cover sheet:

- ☒ Assignment/Prompt for nonprint-based text (one page maximum).
- ☒ Student Response (three pages maximum).
- ☒ Rubric (one page maximum).



For the last week or so we have been studying and practicing the art of detecting bias. In addition, we have sought to separate facts from opinions, opinions that often "slant" an article toward or away from a certain perspective. We must acknowledge, though, that EVERY text does have a bias! Our role as readers, then, is to determine if a text's bias is distracting enough from its message (the facts) that it becomes "unreliable" and "invalid." This assignment will be your culminating, or final, activity in our practice series with bias!

ASSIGNMENT

Write a well-developed and coherent writing addressing the following question.

QUESTION

There are TWO texts in play here – the documentary about FOX (the video) **AND** FOX Network itself. Pick one text with which to answer the following questions.

What is the inherent bias of your text (documentary or FOX) and how is that bias revealed in the text? For example, how does each text SHOW its bias? In addition, how does each text try to improve its credibility (believability)...or does it? Finally, is the text's bias so blatant that the text cannot be taken seriously?

EVALUATION

This assignment will be evaluated using the attached reading rubric.

Be SURE to internally cite your paraphrases. Also, complete a works cited entry for the documentary *Outfoxed* that we are watching

Information on the documentary:

Title: *Outfoxed - Rupert Murdoch's War on Journalism*

Director's Name: Robert Greenwald

Performers' Names: Linda Vester, Steve Doocy, Alan Colmes, and Peter Jennings

Media Format: DVD

Distributor: The Disinformation Company

Year Issued: 2004

1

Fox Network is constantly revealed to be a biased network. Reporters, from that TV channel give more their opinion about Republicans. They say how good they are.

However, they never give the exact ² facts of how events actually happened, while viewers would like to know the specifics facts. In addition to these facts, guests that go to the network are asked questions about Republicans and when they reply the interview gets stressful. When the guests say something good about Democrats the reporters start shutting them down ³ and turning their microphones off. In fact O'Really actually has told the guests to shut up. To put it differently many Fox reporters are very rude to guest's speakers that have different political points of views. Other thing O'Reilly always says when he is giving details of an event "people say" like trying to make the audience believe that that ⁴ what everybody is also thinking and saying, when is just his point of view or the owners.

Networks view example when a reporter was giving an interview about Reagan's party he got suspended for not making the party looks bigger than it really was, ⁵ the really tells the they want to make things look better than they are for Republicans. They also have memos telling the reporters what to say and what not to when giving an interview on the Democrats side. In fact 83% ⁶ the Interviews are on the Republicans view and 17% is on the Democrat's view. Therefore the reporters like to ask questions about what they want to hear Clearly Fox shows it has bias, for viewers can't ever tell whether they are giving an opinion or a fact.

Therefore Fox Network also likes to show a lot of clips of gay prides parades, making homosexuals look awful. Regarding to the bad ethical and reporting of events in their own opinion, many Fox viewers get the wrong idea about the real events that are

Students' Peer
Review Comments

Q1: Where does this author use transitions WELL? ✓

First paragraph, sentence two: "However" Second paragraph, first sentence: "In addition" Second paragraph, sentence three: "In fact" second paragraph, sentence five: "Therefore" second paragraph, sentence six: "Clearly" Third paragraph, sentence one: "In conclusion"

Q2: Where does this author need to add MORE transitions?

I didn't notice any particular areas they should put a transition, except for maybe putting one in the very begining of the paper.

Q3: How is this paper's organization? Does it make sense?

It was unclear where paragraphs were starting and ending, there were a few spelling errors, I noticed that the sentences didn't flow very well. But otherwise, the paper does make sense.









Q1: Where does this author use transitions WELL?

The transtions are very clear throughout the paper. You can tell where a new idea begins.

Q2: Where does this author need to add MORE transitions?

The transitions are in good places as is, but the word choice for the transitions are kind of simple.

Comment List

#	Page #	Symbol	Content
1	1		A strong thesis. We'll work on how to incorporate this into a smoothly transitioning Intro paragraph soon!
2	1		Could you cite some specifics from the documentary here where fact has been overshadowed by opinion?
3	1		How does this lead to the network's bias? Can you make a direct and clear statement about that?
4	1		I see that you have interpreted this as "opinion" being more a part of the Fox News broadcast; can you clearly state it as such? Don't hint that it is "opinionated"; just come out and say it if that is your belief!
5	1		Is this opinion, then, coming out in a newscast? Say that directly!
6	1		This is a good fact from the documentary followed up by a strong interpretation of that fact and how it leads to the network's bias.
7	2		This is the kind of sentence we need to see throughout the paper to really hammer home your point - that more opinion than fact gets reported.
8	2		<p>A nice conclusion. You've tied everything together nicely. I believe you can always serve to be more specific with your organization: These are the opinions on Fox....These are the facts...Here is the bias and the problem with it...</p> <p>I think that straight-forward organization helps your reader see that you understand fact and opinion and to understand your interpretation of the Fox News Network.</p>

My
On-line
Comments
↓

Second Draft (1 of 2 pages)
w/ my comments

Fox Network is constantly revealed to be a biased network. Reporters from that TV channel give more their opinion about Republicans. They say how good they are.

- Can you add a mention of the "bias" in your thesis?

However, they never give the exact facts of how events actually happened, while viewers would like to know the specifics facts. For example, Fox reported that mass destruction weapons was found in Iraq. That was not true. In addition to these facts,

good transition

How does this tie to bias, then?

guests that go to the network are asked questions about Republicans and when they reply the interview gets stressful. When the guests say something good about Democrats the reporters start shutting them down and turning their microphones off. In fact O'Reilly

- Tie back to a "fact" in the documentary

actually has told the guests to shut up. He told the kid whos father died in 9-11 to shut up when he talked to O'Reilly. To put it differently many Fox reporters are very rude to

New transition

guest's speakers that have different political points of views. Other thing O'Reilly always says when he is giving details of an event "people say" like trying to make the audience believe that that's what everybody is also thinking and saying, when is just his point of view or the owners. This is the difference between fact and opinion.

Can you stress how this is opinion coming through?

Networks view example when a reporter was giving an interview about Reagan's party he got suspended for not making the party looks bigger than it really was, that really tells the they want to make things look better than they are for Republicans. They

Continue to be careful w/ run-ons

also have memos telling the reporters what to say and what not to when giving an interview on the Democrats side. In fact 83% of the Interviews are on the Republicans view and 17% is on the Democrat's view. Therefore the reporters like to ask questions about what they want to hear. Clearly Fox shows it has bias, for viewers can't ever tell whether they are giving an opinion or a fact.

Stress that this is a fact from the documentary

Good tie to how the fact then leads to opinion coming through.

Then we go - nice clear tie to the other term in the assignment!

Rubric for Recognizing Facts, Opinions, and Bias Writing
American Studies

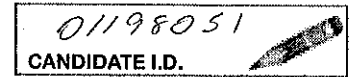
	Advanced	Proficient	Partially Proficient	Unsatisfactory
Recognition of Facts	<ul style="list-style-type: none"> Student accurately identifies at least three facts given by the chosen text. Student clearly states at least the three facts in response. Writing reflects why the given facts are facts, not opinions. 	<ul style="list-style-type: none"> Student accurately identifies three facts given by the chosen text. Student states the three facts in response. Explanation provided as to why the facts are facts is somewhat unclear. 	<ul style="list-style-type: none"> Student incorrectly identifies less than three facts given by the chosen text. Student states less than three facts in response. Explanation provided as to why the facts are facts is unclear. 	<ul style="list-style-type: none"> Student incorrectly identifies and labels opinions as facts.
Recognition of Opinions	<ul style="list-style-type: none"> Student accurately recognizes at least three opinions given by the chosen text. Student clearly states at least the three opinions in response. Writing reflects why the given opinions are debatable. 	<ul style="list-style-type: none"> Student accurately identifies three opinions given by the chosen text. Student states the three opinions in response. Explanation provided as to why the opinions are opinions is somewhat unclear. 	<ul style="list-style-type: none"> Student incorrectly identifies less than three opinions given by the chosen text. Student states less than three opinions in response. Explanation provided as to why the opinions are opinions is unclear. 	<ul style="list-style-type: none"> Student incorrectly identifies and labels facts as opinions
Evaluation of Text's Bias	<ul style="list-style-type: none"> Student interprets the text's bias given the facts and opinions presented. Student explains interpretation through at least three pieces of evidence. 	<ul style="list-style-type: none"> Student interprets the text's bias given the facts and opinions presented. Student defends interpretation through less than three pieces of evidence. 	<ul style="list-style-type: none"> Student interprets the text's bias given the facts and opinions presented. Interpretation is not defended by evidence from the text. 	<ul style="list-style-type: none"> Student does not attempt an interpretation of the text's bias Student's interpretation is inappropriate given the reported evidence from the text.
Evaluation of Text's Reliability	<ul style="list-style-type: none"> Student makes an evaluation of the text's reliability Interpretation is defended using at least three pieces of evidence (facts and opinions) from the text. 	<ul style="list-style-type: none"> Student makes an evaluation of the text's reliability Interpretation is defended using three pieces of evidence. 	<ul style="list-style-type: none"> Student makes an evaluation of the text's reliability Interpretation is defended less than three pieces of evidence. 	<ul style="list-style-type: none"> Student does not make an evaluation of the text's reliability. Student's evaluation is illogical based upon the evidence provided.
Writing Structure / Organization	<ul style="list-style-type: none"> An interesting introduction draws the reader into the paper. A satisfying conclusion leaves the reader with a sense of resolution. Smooth, effective transitions exist among all elements (sentences, paragraphs, and ideas). Organizational patterns are effective. Paragraphing is natural and appropriate. 	<ul style="list-style-type: none"> An introduction is present. A conclusion is present. Transitions are present and work to link all elements (sentences, paragraphs, and ideas). Organizational patterns are present but predictable. Paragraphing is natural and appropriate. 	<ul style="list-style-type: none"> An introduction is present but does not set up what follows. A conclusion is present but does not connect to what came before. Transitions are sporadic and do not link all elements (sentences, paragraphs, and ideas). Organizational patterns are haphazard and disjointed. Paragraphing is misapplied. 	<ul style="list-style-type: none"> An introduction is not present. A conclusion is not present. Transitions are missing, making connections between elements confusing. There is no identifiable organizational pattern. Paragraphing is not utilized.

Student A 01198051

A student's writing is not good. It is not clear what the student is trying to say. The writing is not organized and the transitions are not clear. The student needs to be taught how to write a good paragraph. The student needs to be taught how to use transitions. The student needs to be taught how to organize their writing. The student needs to be taught how to write a good conclusion. The student needs to be taught how to write a good introduction. The student needs to be taught how to write a good body paragraph. The student needs to be taught how to write a good topic sentence. The student needs to be taught how to write a good supporting sentence. The student needs to be taught how to write a good concluding sentence. The student needs to be taught how to write a good topic sentence. The student needs to be taught how to write a good supporting sentence. The student needs to be taught how to write a good concluding sentence.



**YOUR
Portfolio**



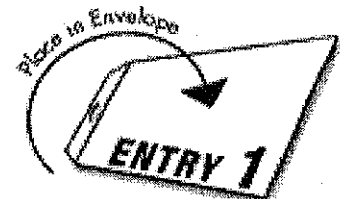
Student A

Writing Sample #1

COVER SHEET

Attach to this cover sheet:

- ☒ Assignment/Prompt for Student Writing Sample #1 (one page maximum).
- ☒ Student Writing Sample (three pages maximum).
- ☒ Rubric (one page maximum).



"To Build a Fire"
Foreshadowing Assignment
American Studies

Due: _____

After studying foreshadowing and after reading "To Build a Fire" by Jack London, you should be well versed in what foreshadowing is and how it can be utilized in fiction. Below, you will see a prompt that will ask you to demonstrate your knowledge of this literary term as well as your writing ability regarding prompts with terms / definition / jargon in them

Good luck!

ASSIGNMENT

- Read "To Build a Fire" by Jack London
- Activate your knowledge of foreshadowing and the four common cues authors use to hint at foreshadowing
- **Defend** the following prompt in a well-developed paragraph or paragraphs

PROMPT

Jack London uses two of the four common foreshadowing cues in his short story "To Build a Fire."

RUBRIC

The 9th Grade Writing Rubric (with a twist) will be employed in this assignment. Remember this rubric encompasses ALL 6 of the 6-Traits of Writing:

- ✦ Ideas and Content
- ✦ Organization
- ✦ Conventions
- ✦ Sentence Fluency
- ✦ Word Choice
- ✦ Voice

First draft
w/ my comments

Student A

01198051
















Jack London uses two of the four common foreshadowing cues in his short story "To Build a Fire". He uses, abundant attention³ in other words repeatable phrases or words that make us predict of what would happen next. He also uses confidence/⁴ cockiness, throughout the story that also creates suspense and make us wonder of the characters confidence.

For example in page (498) The narrator uses abundant attention in the first sentence by using the word "cold". "Day had broken⁵ cold and gray, excendeedingly cold and gray". That might be a result that the man might freeze. In page (499) he also uses the word "cold" to catch our attention, "the absence of the sun from the sky, the tremendous cold!". That can make us predict that the man is freezing or might freeze because of the low temperatures. Another last example

he uses is the word "cold" ⁷ once again in page (500), He was surprise, however, at the cold. It certainly was cold. Thats another cue of foreshadowing, That can be also a result of the man dying of coldness and having a hard time in the coldness.

Another foreshadowing cue Jack London uses is confidence. He hasn't seen¹¹ the sun and it doesn't worry him, that can be a result, that the sun might not come out for a while. Another cue of confidence is that he only had biscuits to eat while we was there and got where the boys¹² were, he was confident that he was going to survive with the biscuits only. That can be a result of the man dying of starvation. Another thing the man said that showed confidence was: I hope I would be there by 6. That can be a result of the man not making it at the time, because something bad can happend to him. Those are just examples of foreshadowing Jack London uses in the story. These cues can be important to catch and to be able to understand because in the long run this can be significant at the end of the story.

Comment List

#	Page #	Symbol	Content
1	1		Have you defined what foreshadowing is?
2	1		Remember to stay in the third person in academic papers.
3	1		Good! There it is!
4	1		And....how that confidence will get in the way of him making it safely to camp!
5	1		GOOD explanation! This example shows how you are noticing "abundant attention" and predicting that it might be foreshadowing.
6	1		Use surprised here.
7	1		Punctuation error created here.
8	1		The cause..rather than the effect?
9	1		While you struggle with writing smoothly, your ideas are great in this section.
10	1		Can you be specific here? It makes it sound like London hasn't seen the sun, and you mean to be talking about the man, right?
11	1		And....what could this lead to? What is your prediction that would show that this is foreshadowing?
12	1		Result isn't the word you are looking for here. The over-confidence is...the "cause"?
13	1		These quotes need quotation marks!
14	1		Good! You're there in terms of organization and ideas. You truly do understand the assignment and the term of foreshadowing. Be sure you work on "hearing" the language and working at the sentence level and at the word level to make the right choices.
15	1		Very nice work noticing the possible elements of foreshadowing and explaining how those might turn into true foreshadowed events later in the story!

Second Draft
w/ my comments

Student A 01198051

Jack London uses two of the four common foreshadowing cues in his short story "To Build a

Fire". He uses abundant attention, in other words repeatable phrases or words, that make us predict of what would happen next. He also uses confidence/ cockiness throughout the story that also creates suspense and makes us wonder of the characters confidence.

For example in page (498) the narrator uses abundant attention in the first sentence by using the word "cold". "Day had broken cold and gray, exceedingly cold and gray". That might be a result that the man might freeze. In page (499) he also uses the word "cold" to catch our attention, "the absence of the sun from the sky, the tremendous cold!" That can make us predict that the man is freezing or might freeze because of the low temperatures. Another last example he uses is the word "cold" once again in page (500), He was surprised, however, at the cold. It certainly was cold. That's another cue of foreshadowing. That can be also a cause of the man dying of coldness and having a hard time in the coldness.

Another foreshadowing cue Jack London uses is confidence. The man had not seen the sun and it doesn't worry him, that can be a result, that the sun might not come out for a while. That could mean that the man would die before he got to the camp. Another cue of confidence is that he only had biscuits to eat while we was there and got where the boys were, he was confident that he was going to survive with the biscuits only. That can be a cause of the man dying of starvation. Another thing the man said that showed confidence was "I hope I would be there by 6". That can be a result of the man not making it at the time, because something bad can happen to him. Those are just examples of foreshadowing Jack London uses in the story. These cues can be important to catch and to be able to understand because in the long run this can be significant at the end of the story.

- A good draft!
- You have organized your thoughts well.
- It'd like to see you do more explaining of how you saw foreshadowing from each example.
- Be sure to show how each example comes back into play later in the story. I think you know how they do make that clear in your writing, though!

Which is what foreshadowing is about!

Have you defined this term enough?

- Good topic sentence to start this

How do you get to this conclusion based on one instance?

Good job having 3 examples in the text.

This is still a little unclear.

Rubric for
second draft

Student A

01198951


Foreshadowing and "To Build a Fire" Rubric

	Advanced	Proficient	Partially Proficient	Unsatisfactory
<p>Ideas/Content</p> <p>pp</p>	<ul style="list-style-type: none"> -The term of foreshadowing is properly defined. -Two common cues of foreshadowing are addressed and explained -Interpretations of foreshadowing are proven to be foreshadowing by a clear and thorough demonstration of the cues' completion / coming true. -Support (including research) and analysis are innovative, accurate, relevant, and helpful in clarifying or expanding the main idea. -The prompt or assignment is clearly and creatively addressed. 	<ul style="list-style-type: none"> -The term of foreshadowing is properly defined. -Two common cues of foreshadowing are addressed and explained -Interpretations of foreshadowing are proven to be foreshadowing by a demonstration of the cues' completion / coming true - the reader must still make an inference about an example's coming to fruition. -Support (including research) and analysis are accurate, relevant, and helpful in clarifying or expanding the main idea. -The prompt or assignment is clearly addressed. 	<ul style="list-style-type: none"> -The term of foreshadowing is limited at or alluded to. -Two common cues of foreshadowing are addressed and explained -Interpretations of foreshadowing are given but little to no effort is made to show how the foreshadowing moment actually comes true later in the text. The reader must still make an inference about an example's coming to fruition. -Support (including research) and analysis are attempted but are inaccurate, irrelevant, or underdeveloped. -The prompt or assignment loosely addressed. 	<ul style="list-style-type: none"> -No effort is made to define the term of foreshadowing. -Less than two common cues of foreshadowing are addressed and explained -Foreshadowing cues are listed and not interpreted or explained as such. The reader is asked to do all of the thinking in this paper. -Support (including research) and analysis are limited or missing entirely, or lacking in credibility. -The prompt or assignment is not addressed.
<p>Organization</p> <p>pp</p>	<ul style="list-style-type: none"> -Introduction seizes the reader's attention, provides compelling background info, and clearly states the topic. -The paper is well organized around an arguable, clearly focused thesis and enhances the prompt's assigned structure. -Thoughtful transitions clearly show how ideas connect. -Conclusion leaves the reader with a sense of closure and provides concluding insights. 	<ul style="list-style-type: none"> -Introduction catches the reader's attention, provides background information, and clearly states the topic. -The paper is organized around an arguable, focused thesis statement and adheres to the prompt's assigned structure. -Common transitions are logically sequenced and flow smoothly. -Conclusion is recognizable and complete. 	<ul style="list-style-type: none"> -Introduction is recognizable but ineffective or incomplete. -The paper is loosely organized around a main idea that may have to be inferred and attempts to follow the prompt's assigned structure. -Sporadic transitions are evident. -Conclusion is recognizable, but incomplete or underdeveloped. 	<ul style="list-style-type: none"> -Introduction is limited or missing entirely. -The paper lacks a statement of topic and does not follow the prompt's assigned structure. -Transitions are illogically sequenced or missing entirely. -Conclusion is limited or missing entirely.
<p>Conventions</p> <p>pp</p>	<ul style="list-style-type: none"> -Grammar, conventions, and usage add to clarity and style. -Structural conventions—paragraphs, stanzas—are correctly implemented. -MLA elements are skillfully implemented and enhance flow. 	<ul style="list-style-type: none"> -Grammar, conventions, and usage are mostly correct. -Structural conventions—paragraphs, stanzas—are correctly implemented most of the time. -MLA elements are correctly implemented. 	<ul style="list-style-type: none"> -Grammar, conventions, and usage errors are evident and distracting. -Structural conventions—paragraphs, stanzas—are inconsistently implemented. -MLA elements are incorrectly implemented. 	<ul style="list-style-type: none"> -Grammar, conventions, and usage consistently detract from readability. -Structural conventions—paragraphs, stanzas—are incorrect. -MLA elements are missing.
<p>Style</p> <p>pp</p>	<ul style="list-style-type: none"> -Voice and tone are lively, compelling, and adeptly suited to topic, purpose, and audience. -Word choice is precise and memorable. Language use is skillful. -Sentences are well-crafted with strong and varied structures. Fragments, if used, add style. 	<ul style="list-style-type: none"> -Voice and tone are appropriate for topic, purpose, and audience. -Word choice is accurate, active, and clear. Language use is functional. -Sentences are natural and often varied in structure. 	<ul style="list-style-type: none"> -Voice or tone is generic, stilted, or inconsistent for the topic, purpose, and audience. -Word choice is at times inaccurate, bland, or vague. Language use is inaccurate or unclear. -Sentences are mechanical and lack structural variety. Fragments and run-ons are evident. 	<ul style="list-style-type: none"> -Voice or tone is indifferent or inappropriate for the topic, purpose, and audience. -Word choice is consistently inaccurate, bland, or vague. Language use is inappropriate. -Sentences are, incomplete or awkward causing the reader to pause and reread in order to understand.

- This is a draft that is getting better! Keep working on explaining your thinking & what you gained from your reading! Nice work!



your
Portfolio

01198051
CANDIDATE I.D. 

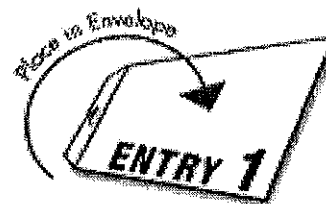
Student A

Writing Sample #2

COVER SHEET

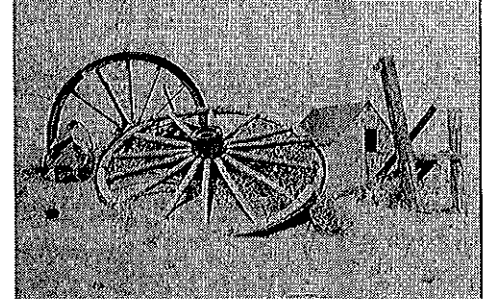
Attach to this cover sheet:

- ☒ Assignment/Prompt for Student Writing Sample #2 (one page maximum).
- ☒ Student Writing Sample (three pages maximum).
- ☒ Rubric (one page maximum).



Grapes of Wrath Read – Write Connection Assignment
Word Choice Practice

So....you have just read chapter 1 of *The Grapes of Wrath*. In addition, you have taken some time to notice Steinbeck's word choices and active verb usage. You have also read the chapter entitled "Writer's Words, Drop by Dottle" from *Spunk and Bite*. Ideally you have found new motivation to adding specific verbs and colorful, vivid word choices to your writing to keep it fresh and exciting. Your task, should you choose to accept it, will be to apply and to practice all that you have learned in this mini-lesson to a photograph taken during the time of the Great Depression.



ASSIGNMENT

- 1) Examine all of the provided primary source photographs that hail from the Great Depression Era.
- 2) Pick one that you would like to focus on.
- 3) Brainstorm the nouns, adjectives, adverbs, and verbs that instantly come to mind when looking at that photograph.
- 4) Write the (a) fictional story (of about 500-750 words) that is behind that picture.
- 5) Examine your word choice and seek to "create the story's image" in your reader's head through that word choice

BEWARE!!

Oftentimes, when students are asked to "add new words" they simply go to the thesaurus, look up the original and boring word and write down the longest synonym. Be aware of the subtle shades of words' meanings and their connotations.



Not every synonym is perfect for every occasion!

Really seek to create the image and emotion of the picture in your reader's head with exact and vivid word choice aligning to the picture rather than just with the biggest words you can find.

STUCK?

Consider the following story starters:

- 1) Once upon a time...
- 2) A long time ago in a much different United States....
- 3) Long after the Earth cooled... ☺

Selection from
Student's first
draft

Steinbeck

I remember it was September 20th 1929 when the market crashed, It was pretty bad! I still have my old memories and I still remember clearly of how long the lines for getting soup and a piece of bread were. I was upset when my kids would go to bed without taking a piece of bread in their mouths. I would cry, not knowing what to do, my kids were getting ill, and there was no money. "How long are we going to last like that?" "Will we eat soon?" those were some of all my questions to my agony. We were living on crucial

Turnitin.com Peer Review for Steinbeck Word Choice Assignment
Two Student Responses

PEER REVIEW #1

Comments from
two students'
on-line peer
reviews

Q1: How are the author's word choices? Have they chosen exciting action verbs and concrete nouns to paint a more exciting picture?

They are great I can see a good picture.

Q2: How strong is this student's word choice throughout his / her paper? Where are there excellent word choices? Where could this student improve his / her word choice?

The word choice is strong through out the whole paper.

Average metric score: 4.80

On a scale of 1 to 5, rate how well this paper incorporates:

1. His / her use of loaded words / word choice. 5
2. Spelling of homonyms (there, they're, etc) 5
3. The student's word choices 5
4. The correctness of punctuation 4
5. The variety of the author's sentence lengths. (Are some short and some long OR are all about the same length?) 5

PEER REVIEW #2

Q1: How are the author's word choices? Have they chosen exciting action verbs and concrete nouns to paint a more exciting picture?

The authors words choics are good, but somethings dont make any sence. Like when they said "my old memories still remember"??

Student's
2nd draft
w/ my comments

Student A
01198051



















Steinbeck

I remember it was September 20th 1929 when the stock market crashed, it was devastating! I still have my old memories and I still remember clearly of how long the lines for getting soup and a piece of bread were. I was heart-broken when my two adorable, innocent kids would go to bed every night without taking a piece of bread in their mouths. I would cry in silence, not knowing what to do, my kids were getting ill, and there was no money. "How long are we going to last like that?" "Will we eat soon?" those were some of all my questions to my agony. We were living on crucial conditions in Hoovervilles with 2 more families, everything was so tight, torturing, but I couldn't protest, I had to consider what my two kids were also going through, and the necessity of wanting to maintain a roof under our heads. Not only that everything was devastating, I soon had lost my job, we were depending on just our fortune to acquire what we know need it. It was sad seen people like me unemployed, starving, ill, but what was even worst knew that were soon going be left with nothing but the ruins of ourselves! Somewhere inside of me was still with hope and my faith was abundant. As the days passed things were getting really harsh, people were battling in the bread lines for a slice of bread to eat. It was just mortifying seen how people were slowly fading of desperation of seen their economic life that was flying by in front of their faces. As the years passed I was more able to comprehend that been hopeless, feeling destroyed or without illusions to achieve, life will pass by you like a hurricane and destroy you.

Comments from
student's second
draft

Student A
01198051


Comment List

#	Page #	Symbol	Content
1	1		A run-on sentence has been created here.
2	1		Great word choice here!
3	1		Nice word to captu the emotions of your family.
4	1		Paints a good image of the kids.
5	1		A run-on sentence has been created here.
6	1		Capitalization error here.
7	1		Is this the most appropriate word for this situation?
8	1		Good word choice here!
9	1		Good word choice here!
10	1		A run-on sentence has been created here.
11	1		I'm not sure what you are going for here.
12	1		I like how you've linked these three adjectives without an "and". That has a nice stylistic effect of connecting everything closer!
13	1		Punctuation error created here.
14	1		Great!
15	1		Fading into desparation? Regardless, nice word choice in this section.
16	1		This is a little unclear.
17	1		Yaritza, this is a strong paper full of concrete and vivid word choices. Very nice work creating such a strong image in the reader's head and attempting those more advanced structures. Good work!
18	1		Nice inclusion of the simile to end the paper.

Word Choice— Good word choice involves being able to select verbs that are active, powerful, and energetic. It means being able to choose just the right words to make the writing sound natural and precise. Word choice is what gives an exactness to details and helps the writer paint memorable pictures in the reader's mind.	Words convey the intended message in a precise, interesting, and natural way. • Words are specific and accurate; it is easy to understand what the writer means. • The language is natural and never overdone; phrasing is highly individual. • Lively verbs energize the writing. Precise nouns and modifiers create pictures in the reader's mind. • Striking words and phrases often catch the reader's eye and linger in the reader's mind. • Clichés and jargon are used sparingly, only for effect.	The language is functional, even if it lacks punch; it is easy to figure out the writer's meaning on a general level. • Words are almost always correct and adequate; they simply lack flair. • Familiar words and phrases communicate but rarely capture the reader's imagination. The paper may have one or two fine moments. • Attempts at colorful language come close to the mark but sometimes seem overdone. • Energetic verbs or picturesque phrases liven things up now and then; the reader longs for more.	The language is functional and helps to convey the writer's message. • The language is so vague (e.g., It was a fun time, she was neat, it was nice, we did lots of stuff) that only the most general message comes through. • Familiar words and phrases communicate without capturing the reader's attention. • Expression is clear, but clichés and redundancy exist. <i>Your adjective's then do not improve on the stronger last or in the work or now... the verbs still forms</i>	The writer struggles with a limited vocabulary, searching for words to convey meaning. • The language does not help the reader to understand the paper. • Words are limited, dull, or abstract. • Jargon or clichés serve as a crutch. • No powerful words are used.
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YOUR
Portfolio

01198051
CANDIDATE I.D. 

Student B Response

Print-based Text

COVER SHEET

Attach to this cover sheet:

- ☒ Assignment/Prompt for print-based text (one page maximum).
- ☒ Student Response (three pages maximum).
- ☒ Rubric (one page maximum).



"Bernice Bobs Her Hair" Storyboard Assignment
American Studies

Recently, we have been speaking about using visualization as a reading strategy. This was to help you create deep, meaningful pictures of what you were reading and to assist you in comprehending the material at an interpretive level. Remember, authors often "leave out" details within a story so that the reader must infer or interpret the action, feeling, or motivations. Today, you will be asked to put that knowledge and your newly acquired knowledge of "Bernice Bobs Her Hair" together and into action.

ASSIGNMENT

- Pick a scene, that is significant to the overall plot, from "Bernice Bobs Her Hair."
- Create an 8 cell storyboard (like a comic strip) for that entire scene.
- Tell the entire scene....with only 8 pictures on an oversized legal sheet of paper, which we shall provide for you.
- Make 2 of your 8 cells show **camera angles** (These could be high or low angles).
- Make 2 of your 8 cells show different **framing techniques** (For example, close ups, establishing shots, medium shots, etc. could be used).
- Make all of your 8 cells show **lighting** effects (high key, low key, side, etc.)
- On a separate sheet of paper, create a "script" of your storyboard. For each cell, include the following in your script:
 - a. what is "supposed" to be happening plot-wise in each shot (You know, in case your Picasso gene never really developed!)
 - b. what camera angle, framing, and lighting techniques are used in each shot
 - c. what the soundtrack sounds like in each cell and where the "climax" is for the scene (and the music)

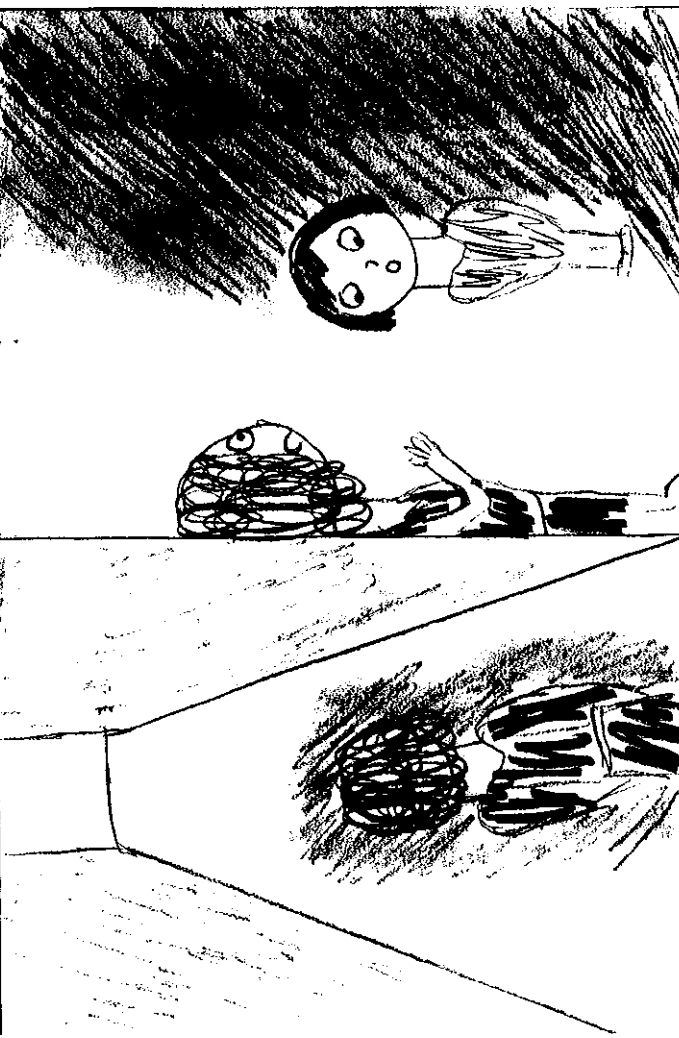
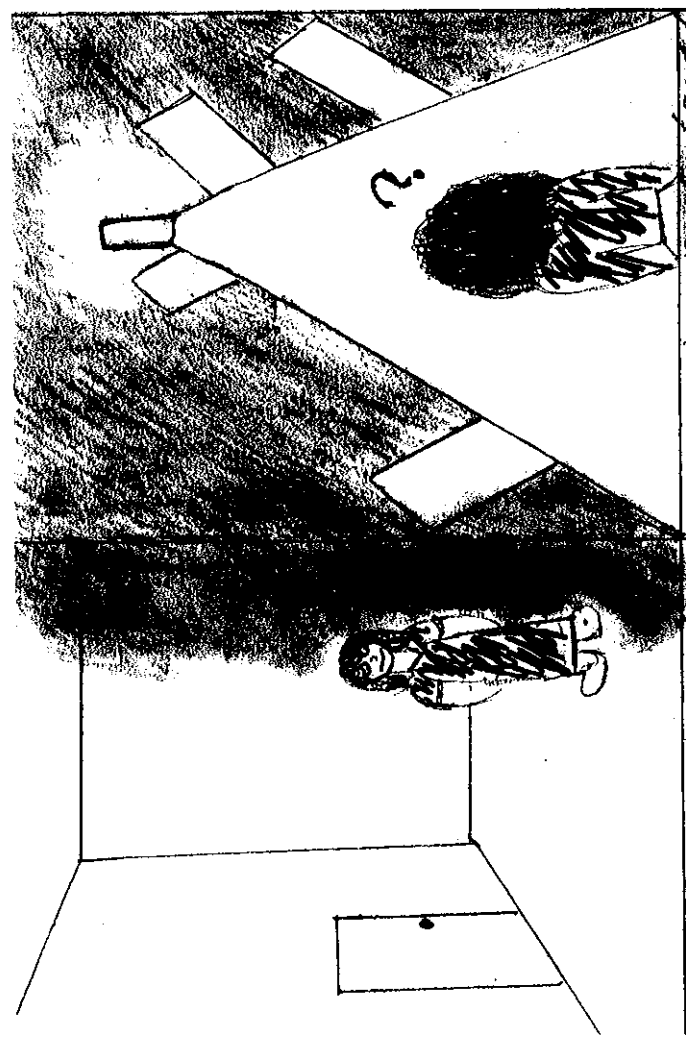
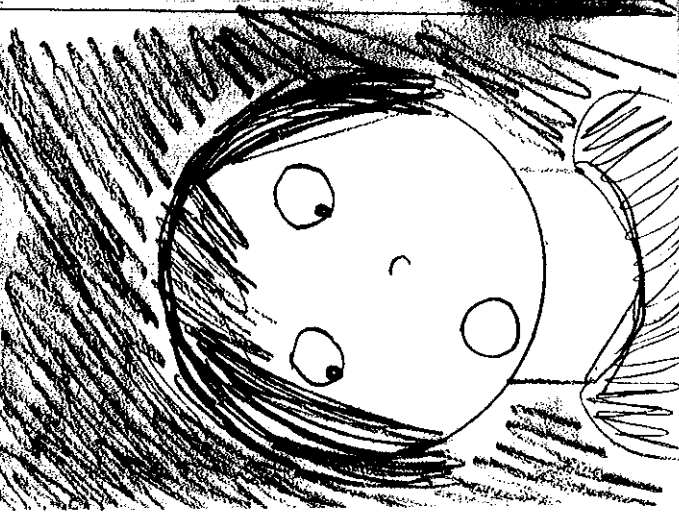
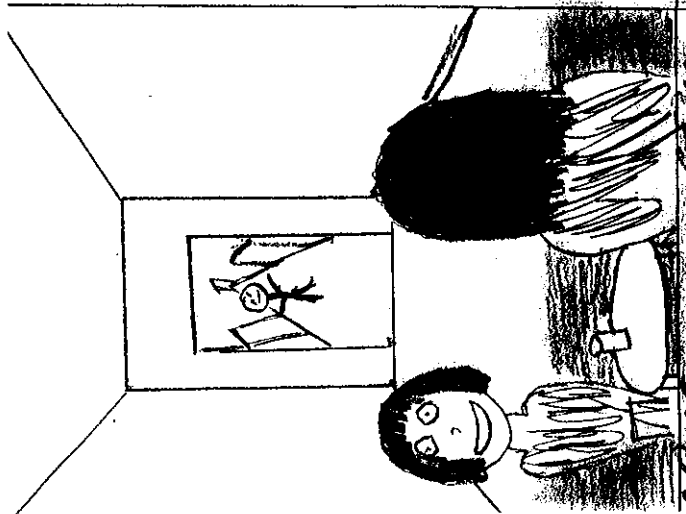
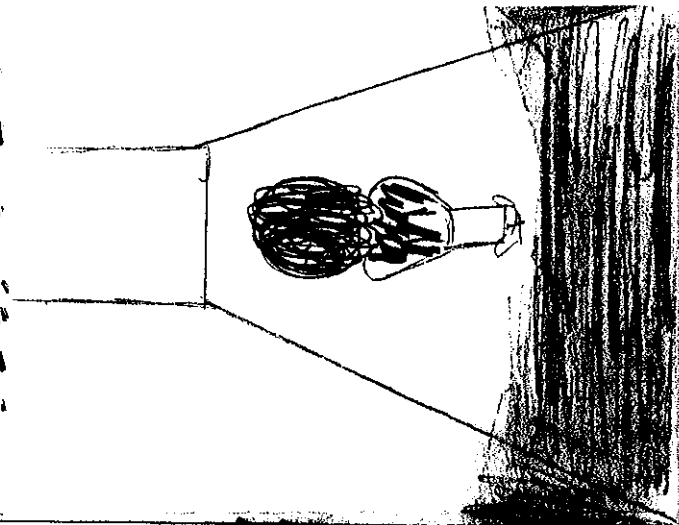
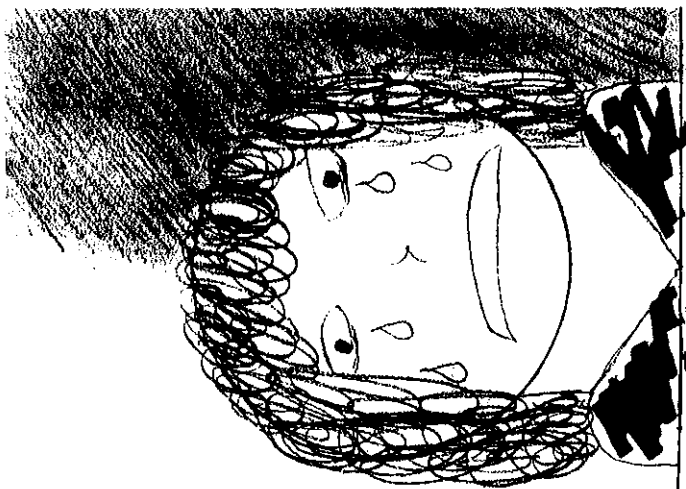
KEY.....

- d. **WHY** you chose to use those techniques at that specific time. **SHOW** me your interpretation of the scene and detail where you have had to "read between the lines."
- e. Cite specific lines or paraphrases from the text to help defend your interpretation.
- f. **Remember:** Every technique is a choice to help you tell your scene; make sure you know why (and explain why) you chose to show Bernice as a close-up or as a low camera angle or whatever else you might have chosen, making sure that your drawing attempts reflect a **VALID** interpretation of the scene, given the information you have!

01198051

Student

B



Draft of written
response to
print text

1. I chose a medium shot because Bernice does not yet find out that Marjorie and her mother are talking about her so nothing is really wrong yet. I chose side lighting because to her left is where Marjorie is talking to her mother and they aren't saying nice things about her so that makes the light dark. I chose a medium angle because again she doesn't realize anything is wrong yet.

What does
side
lighting -
offer
say about
a character
at the
scene
level?

What gives
you that
impression?

2. I chose high camera angle because she just found out that her family is talking about her and so she is kind of small compared to them. The framing is medium because it shows how she is walking towards her family. She is wearing purple because purple is a very bright color and she seems bright. The reason why the lighting is high is because she is bright and doesn't know they're talking about her.

Powerless?
Make that
point
clear

3. The camera angle is low because Marjorie and her mother are popular and people like Marjorie more than they like Bernice. The framing is establishing because you can see Bernice in the background trying to find out what they are talking about. The lighting is low because Marjorie and her mother are low because of what they are saying about Bernice.

What does
this show
in terms of
power?

Now
framing!

4. The camera angle is high because Bernice just found out what her family was talking about and now she feels small. The framing is a close-up because you can see her reaction to what she just heard. The lighting is to the side because she had mixed emotions. How so?

And...
powerless?

5. The camera angle is very high because she is small compared to her family and what they were talking about. The framing is medium because you can see her walking away. The lighting is high because she feels really small.

This is a
better
explanation
for this
choice

6. The camera angle is low because you can see Bernice confronting Marjorie in the morning. The framing is medium because you see Marjorie and Bernice. The lighting is to

What
does
this
prove?

How do
these
relate?
(High key
&
feeling
small)?

Connection?

the side of Marjorie because dark represents her after what she says.

Making her look how?

7. The camera angle is high because now Marjorie feels kind of bad because she was exposed. The framing is a close-up so you can see Marjorie's reaction. The lighting is high because she is not a nice person.

8. The camera angle is low because Bernice still feels sad about what happened. The framing is medium so you can see her walking away. The lighting is high because everything behind her, which is her family, is evil because of what they did.


This is a very strong storyboard. You have made arguments for your interpretation in many cells' explanations. There's more a few areas when you could have gone further w/ your explanations.

Also, you are missing the somethings! How do these fit together?

A strong effort in terms of reading that text & making a visual representation.



YOUR
Portfolio

01198051	
CANDIDATE I.D.	

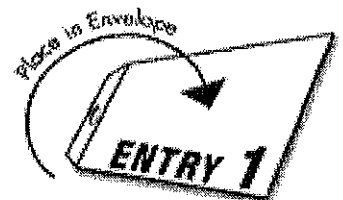
Student B Response

Nonprint-based Text

COVER SHEET

Attach to this cover sheet:

- ☒ Assignment/Prompt for nonprint-based text (one page maximum).
- ☒ Student Response (three pages maximum).
- ☒ Rubric (one page maximum).



For the last week or so we have been studying and practicing the art of detecting bias. In addition, we have sought to separate facts from opinions, opinions that often "slant" an article toward or away from a certain perspective. We must acknowledge, though, that EVERY text does have a bias! Our role as readers, then, is to determine if a text's bias is distracting enough from its message (the facts) that it becomes "unreliable" and "invalid." This assignment will be your culminating, or final, activity in our practice series with bias!

ASSIGNMENT

Write a well-developed and coherent writing addressing the following question.

QUESTION

There are TWO texts in play here – the documentary about FOX (the video) **AND** FOX Network itself. Pick one text with which to answer the following questions.

What is the inherent bias of your text (documentary or FOX) and how is that bias revealed in the text? For example, how does each text SHOW its bias? In addition, how does each text try to improve its credibility (believability)...or does it? Finally, is the text's bias so blatant that the text cannot be taken seriously?

EVALUATION

This assignment will be evaluated using the attached reading rubric.

Be SURE to internally cite your paraphrases. Also, complete a works cited entry for the documentary *Outfoxed* that we are watching

Information on the documentary:

Title: *Outfoxed - Rupert Murdoch's War on Journalism*

Director's Name: Robert Greenwald

Performers' Names: Linda Vester, Steve Doocy, Alan Colmes, and Peter Jennings

Media Format: DVD

Distributor: The Disinformation Company

















Year Issued: 2004

Student 1st draft
w/ my comments

2
1
3
3
The Video Outfoxed² is ~~learned more~~³ to the liberal side or leaning more left than the News network of Fox. Fox doesn't always tell the whole truth and tries to hide the liberal side of important situations happening to the world. The Video Outfoxed tries to show the bias in most of what Fox tells its 4.7 million viewers.

When the news is going to be reported about a subject happening in the world⁵ the news reporters are always told what to say and what not to say. Memos are sent from the⁶ news station stressing the importance of some matters over others. For instance, a memo was sent in about 911. It stated what should be told about 911 and what not to be said. There was a memo about the speech John Kerry made and was telling the station to cut the beginning of his speech, which of course had more of a liberal side to it. The prison Abu Ghraib in Iraq has terrible events going on there and American soldiers caused some of those events, but Fox didn't want America to know that so news reporters were told not to say anything about the bad things Americans⁷ were doing. They're hiding the liberal side of everything. When Fox's⁸ Bill O'rielly is interviewing someone he interrupts them with a rude "SHUT UP" whenever they try to make their point. Though this doesn't happen with conservative guests, but only occurs with more liberal people. The interviewers representing the liberal side are people no one had really ever heard of. Unlike the conservative side where they're people who are clean cut and everyone knows who they are. Fox only chooses the weak to

Comment List

#	Page #	Symbol	Content
1	1		Punctuation error created here.
2	1		Video does not need to be capitalized.
3	1		leans?
4	1		So from this thesis, I expect that the rest of your essay will show how you have interpreted the bias of the documentary. Is that right?
5	1		Who are you talking about here? Is this what the documentary says about Fox?
6	1		Here you clarify. This might be better served earlier in the paragraph.
7	1		This seems like a good place for a paragraph break. Remember that each topic deserves its own paragraph.
8	1		Good work finding three instances of where the Fox News channel puts its own bias on the facts of a case.
9	1		Awkward sentence created here.
10	2		While this section does present some facts about Fox News, the impact of the statements are hard to understand as transitions are lacking, which would help the reader figure out how each item is related to the next.
11	2		In addition, rather than a listing of all that Fox does, be sure to give an explanation sentence after each or each group to tie them back to the point of your paper.
12	2		Check your pronoun's person here.
13	3		Punctuation error created here.
14	3		Agreement error here.
15	3		Reading-wise, you have been able to separate facts from opinions given by the Fox News network and to discern what is and is not up for debate. In addition, your conclusion, while it could be expanded, does show that you have taken a stance in terms of the bias of the Fox News stations.
16	3		It feels like you have grasped the difference between hard facts and opinions through the examples you give, but your writing and explaining of them is cloudy. Really seek to make your thinking clear to your reader; that is the point of essays! Consider organization of your ideas and of how you can use transitions and explanation sentences to slow the rapid pace of your writing.

2nd Draft
w/ my commentsBetter punctuation
this time

The video Outfoxed leans more to the liberal side or the political left than the news network of Fox. Fox doesn't always tell the whole truth and tries to hide the liberal side of important situations happening to the world. The video Outfoxed tries to show the bias in most of what Fox tells its 4.7 million viewers.)

Good that
this is held
will hold
this together

When the news is going to be reported about a subject happening in the world, the news reporters are always told what to say and what not to say. Memos are sent from the news station stressing the importance of some matters over others. For instance, a memo was sent in about 911. It stated

on Fox?
You
should be
specific
here.

what should be told about 911 and what not to be said. The memo said that the reporters were to say that the Bush administration was doing a good job.

Good
the back
to the
facts
& opinions

That was a fact that he video showed. Also, there was a memo about the speech John Kerry made and was telling the station to cut the beginning of his speech, which of course had more of a liberal side to it. This was

another fact that Outfoxed mentioned, and that led to Fox's opinion coming through on the matter. In addition, the prison Abu Ghraib in Iraq had terrible events going on, and American soldiers caused some of those events, but Fox didn't want America to know that. News reporters were told not to

Good
the to
how
these
are
related.

say anything about the bad things Americans were doing. They were hiding the liberal side of everything and sharing only their opinion on this case. all of

When Fox's Bill O'rielly is interviewing someone he interrupts them with a rude "SHUT UP" whenever they try to make their point. This doesn't

Strong
1st

happen with conservative guests, but only with more liberal people. The interviewers representing the liberal side are people no one had really ever

heard of. (Nobody had heard of any of the liberal presenters.) This is

different with the conservative side where they're people who are clean cut

Are you
getting
the
or try
opinions
Fox
to be
explicit
clear
if you
are.

Rubric for Recognizing Facts, Opinions, and Bias Writing
American Studies

Student B 01198051

	Advanced	Proficient	Partially Proficient	Unsatisfactory
Recognition of Facts	<ul style="list-style-type: none"> Student accurately identifies at least three facts given by the chosen text. Student clearly states at least the three facts in response. Writing reflects why the given facts are facts, not opinions. 	<ul style="list-style-type: none"> Student accurately identifies three facts given by the chosen text. Student states the three facts in response. Explanation provided as to why the facts are facts is somewhat unclear. 	<ul style="list-style-type: none"> Student incorrectly identifies less than three facts given by the chosen text. Student states less than three facts in response. Explanation provided as to why the facts are facts is unclear. 	<ul style="list-style-type: none"> Student incorrectly identifies and labels opinions as facts.
Recognition of Opinions	<ul style="list-style-type: none"> Student accurately recognizes at least three opinions given by the chosen text. Student clearly states at least the three opinions in response. Writing reflects why the given opinions are debatable. 	<ul style="list-style-type: none"> Student accurately identifies three opinions given by the chosen text. Student states the three opinions in response. Explanation provided as to why the opinions are opinions is somewhat unclear. 	<ul style="list-style-type: none"> Student incorrectly identifies less than three opinions given by the chosen text. Student states less than three opinions in response. Explanation provided as to why the opinions are opinions is unclear. 	<ul style="list-style-type: none"> Student incorrectly identifies and labels facts as opinions.
Evaluation of Text's Bias	<ul style="list-style-type: none"> Student interprets the text's bias given the facts and opinions presented. Student explains interpretation through at least three pieces of evidence. 	<ul style="list-style-type: none"> Student interprets the text's bias given the facts and opinions presented. Student defends interpretation through less than three pieces of evidence. 	<ul style="list-style-type: none"> Student interprets the text's bias given the facts and opinions presented. Interpretation is not defended by evidence from the text. 	<ul style="list-style-type: none"> Student does not attempt an interpretation of the text's bias Student's interpretation is inappropriate given the reported evidence from the text.
Evaluation of Text's Reliability	<ul style="list-style-type: none"> Student makes an evaluation of the text's reliability Interpretation is defended using at least three pieces of evidence (facts and opinions) from the text. 	<ul style="list-style-type: none"> Student makes an evaluation of the text's reliability Interpretation is defended using three pieces of evidence. 	<ul style="list-style-type: none"> Student makes an evaluation of the text's reliability Interpretation is defended less than three pieces of evidence. 	<ul style="list-style-type: none"> Student does not make an evaluation of the text's reliability. Student's evaluation is illogical based upon the evidence provided.
Writing Structure / Organization	<ul style="list-style-type: none"> An interesting introduction draws the reader into the paper. A satisfying conclusion leaves the reader with a sense of resolution. Smooth, effective transitions exist among all elements (sentences, paragraphs, and ideas). Organizational patterns are effective. Paragraphing is natural and appropriate. 	<ul style="list-style-type: none"> An introduction is present. A conclusion is present. Transitions are present and work to link all elements (sentences, paragraphs, and ideas). Organizational patterns are present but predictable. Paragraphing is natural and appropriate. 	<ul style="list-style-type: none"> An introduction is present but does not set up what follows. A conclusion is present but does not connect to what came before. Transitions are sporadic and do not link all elements (sentences, paragraphs, and ideas). Organizational patterns are haphazard and disjointed. Paragraphing is misapplied. 	<ul style="list-style-type: none"> An introduction is not present. A conclusion is not present. Transitions are missing, making connections between elements confusing. There is no identifiable organizational pattern. Paragraphing is not utilized.

A strong thesis statement is given. The paper is well organized. The introduction is good. The conclusion is good. The transitions are good. The paragraphs are well written. The evidence is well used. The writing is clear and concise. The paper is well written.



your
Portfolio

01198051	
CANDIDATE I.D.	

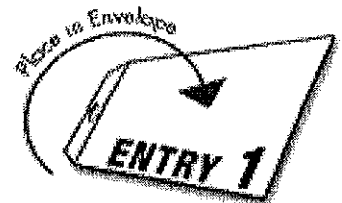
Student B

Writing Sample #1

COVER SHEET

Attach to this cover sheet:

- ☒ Assignment/Prompt for Student Writing Sample #1 (one page maximum).
- ☒ Student Writing Sample (three pages maximum).
- ☒ Rubric (one page maximum).



Comparing Majority Culture Views of Indigenous People
American Studies

Due: _____

As we have seen during our western expansion unit, the white settlers took a very specific view toward the Native Americans in their attempts to assimilate them into the majority culture. A similar event happened in Australia between the British colonists and the indigenous aborigines, the people native to Australia, during the early 1900s.

Watch with us, if you will, the clips from *Rabbit Proof Fence*. Examine the attitudes the whites display in the film toward the indigenous people. Then, read the short story "Lullaby" and prepare to answer the following prompt about each majority culture's views toward the natives from each country.

PROMPT

Compare (show only similarities) the **attitudes** of the whites in "Lullaby" and the whites in *Rabbit Proof Fence* toward the indigenous people, the Native Americans in the former and the aborigines in the latter.

Be sure to SHOW these inferred attitudes and feelings through paraphrases and direct quotes where appropriate. Be sure to include a works cited page with this paragraph or paragraphs.

SPOILER ALERT: Be cautious that you are focusing on the inferred **ATTITUDES** of the whites toward the indigenous people. Do NOT simply discuss how the events between the two tales were similar or how the plots were the same. Remember the prompt and focus on the **ATTITUDES** revealed by each white minority (Yes, you'll need to do some inferring with the information you read and see.).

RUBRIC

Please see attached.

BIBLIOGRAPHIC INFORMATION

For "Lullaby" – it's a short story and the information is on the packet

For *Rabbit Proof Fence* – Use Citation Machine to help you format a "movie" entry.

Title: Rabbit Proof Fence
Year Produced: 2002
Year Released: 2003
Production Studio: Miramax
Format: DVD
Director: Phillip Noyce

Student B

First draft
w/ my comments

1











Lahana

The whites' negative attitudes towards the Native Americans and the aborigines are unbearable. In the short story "Lullaby" the character was very naïve towards the world of whites. She didn't know their ways and didn't know what they lived by. All she wanted to do was take care of her children and Chato. When the whites had her sign a paper with a language she couldn't even read and she fiercely waved it in her face she didn't know what to do (Silko, 45). She just thought that if she signed it then it would make them leave her alone, so she signed the paper. The whites soon took away her children, knowing that the woman didn't know what she was doing. The whites' attitude towards her was very disruptive and cruel. The whites knew that she was naïve towards them and took advantage of it. The whites thought they were better than her and got what they wanted.

The whites' attitude in the movie *Rabbit Proof Fence* was negative also. Just the fact that they took children that were half-caste away from their families is not enough to describe how terrible it was. The whites wanted to make the aborigines like them so they taught them the whites' ways. They wanted to make them more white than the children were. The whites checked their backs to see how much of the color white they had on them. The whites don't care about how the families are in mourn for their children.

In both of these tragic stories the whites think both these groups are very useless and need help when they're perfectly fine living how they're living. The attitude towards the Native Americans and aborigines should have never been acted in such terrible ways. They caused physical and mental abuse to these people and they were very ignorant.

Comment List

#	Page #	Symbol	Content
1	1		Please remember to double-space all entries for MLA formatting.
2	1		Can you be specific here? Who are you talking about?
3	1		Check the format of in-text citations (Silko 45). No comma needed in MLA.
4	1		Good job moving from the actions you noticed to the attitudes that those implied!
5	1		Again, good reiteration of the whites' attitudes.
6	1		This little transition is key in order to connect the two texts. Nice!
7	1		While you hint at what your interpretation is of the whites' attitude, you could probably be more explicit and come out directly to say that the "whites' attitudes were...."
8	1		Nice job on the concluding remarks. You have tied the two texts together and have made your interpretation clear.
9	1		Be careful in this last section. There are many pronouns used, and that can lead to a lack of clarity.
10	1		This is a good draft that has a lot of potential. I'd like to see you try to use those three examples from each text and then show us your interpretation of each event immediately after the fact has been shared. This might be more clear for the reader so he or she does not need to wait until the end of a paragraph to see your interpretation of ALL three since each MAY have subtle differences that have led you to your interpretation.

2nd Draft
2nd Page

children were. The whites checked their backs to see how much of the color white they had on them. The whites don't care about how the families are in mourning for their children. Also, the whites took the children away in a cage on that train. They tore the children away from their mothers, but then stuffed them in metal boxes. Clearly the whites felt the aborigines were subhuman and animal-like. The whites completely dominated the aborigines.

Can you tie this explicitly to an attitude of the whites?

This is better in terms of making the attitude clear.

In both of these tragic stories the whites think both these groups are very useless and need help when they're perfectly fine living how they're living. The attitude towards the Native Americans and aborigines is similar. Both groups of whites feel they are superior to the minorities and that should have never been acted in such terrible ways. They caused physical and mental abuse to these people. They threw their power around and ruined many families, cultures, and lives.

Another good transition that continues to show the comparison.

↓
A good transition to bring this to close. It feels like you want to say more, though. I would imagine these stories resonate w/ your own tribe's experiences. Can you infuse that personal aspect into this?

This is a strong specific from the text.

Key transition to show the comparison!

9th Grade Writing Rubric

We are required to use this "in-common" rubric on 4 pieces each school year.


01/198051
Student 13

	Advanced	Proficient	Partially Proficient	Unsatisfactory
Ideas/Content	<ul style="list-style-type: none"> -Topic is clear and focused. -Support (including research) and analysis are innovative, accurate, relevant, and helpful in clarifying or expanding the main idea. -The prompt or assignment is clearly and creatively addressed. 	<ul style="list-style-type: none"> -Topic is narrow and manageable. -Support (including research) and analysis are accurate, relevant, and helpful in clarifying or expanding the main idea. -The prompt or assignment is clearly addressed. 	<ul style="list-style-type: none"> -Topic is fairly broad, but has some direction. -Support (including research) and analysis are attempted but are inaccurate, irrelevant, or underdeveloped. -The prompt or assignment loosely addressed. 	<ul style="list-style-type: none"> -Topic is vague and unclear. -Support (including research) and analysis are limited or missing entirely, or lacking in credibility. -The prompt or assignment is not addressed.
Organization	<ul style="list-style-type: none"> -Introduction seizes the reader's attention, provides compelling background info, and clearly states the topic. -The paper is well organized around an arguable, clearly focused thesis and enhances the prompt's assigned structure. -Thoughtful transitions clearly show how ideas connect. -Conclusion leaves the reader with a sense of closure and provides concluding insights. 	<ul style="list-style-type: none"> -Introduction catches the reader's attention, provides background information, and clearly states the topic. -The paper is organized around an arguable, focused thesis statement and adheres to the prompt's assigned structure. -Common transitions are logically sequenced and flow smoothly. -Conclusion is recognizable and complete. 	<ul style="list-style-type: none"> -Introduction is recognizable but ineffective or incomplete. -The paper is loosely organized around a main idea that may have to be inferred and attempts to follow the prompt's assigned structure. -Sporadic transitions are evident. -Conclusion is recognizable, but incomplete or underdeveloped. 	<ul style="list-style-type: none"> -Introduction is limited or missing entirely. -The paper lacks a statement of topic and does not follow the prompt's assigned structure. -Transitions are illogically sequenced or missing entirely. -Conclusion is limited or missing entirely.
Conventions	<ul style="list-style-type: none"> -Grammar, conventions, and usage add to clarity and style. -Structural conventions—paragraphs, stanzas—are correctly implemented. -MLA elements are skillfully implemented and enhance flow. 	<ul style="list-style-type: none"> -Grammar, conventions, and usage are mostly correct. -Structural conventions—paragraphs, stanzas—are correctly implemented most of the time. -MLA elements are correctly implemented. 	<ul style="list-style-type: none"> -Grammar, conventions, and usage errors are evident and distracting. -Structural conventions—paragraphs, stanzas—are inconsistently implemented. -MLA elements are incorrectly implemented. 	<ul style="list-style-type: none"> -Grammar, conventions, and usage consistently detract from readability. -Structural conventions—paragraphs, stanzas—are incorrect. -MLA elements are missing.
Style	<ul style="list-style-type: none"> -Voice and tone are lively, compelling, and adeptly suited to topic, purpose, and audience. -Word choice is precise and memorable. Language use is skillful. -Sentences are well-crafted with strong and varied structures. Fragments, if used, add style. Dialogue, if present, sounds natural. 	<ul style="list-style-type: none"> -Voice and tone are appropriate for topic, purpose, and audience. -Word choice is accurate, active, and clear. Language use is functional. -Sentences are natural and often varied in structure. 	<ul style="list-style-type: none"> -Voice or tone is generic, stilted, or inconsistent for the topic, purpose, and audience. -Word choice is at times inaccurate, bland, or vague. Language use is inaccurate or unclear. -Sentences are mechanical and lack structural variety. Fragments and run-ons are evident. 	<ul style="list-style-type: none"> -Voice or tone is indifferent or inappropriate for the topic, purpose, and audience. -Word choice is consistently inaccurate, bland, or vague. Language use is inappropriate. -Sentences are choppy, incomplete, rambling, or awkward causing the reader to pause and reread in order to understand.

Hey! This is a strong second draft. You've done some good work in taking care of comments after that first draft. I can see more specifics in this draft, and your conclusion really pulls this together (although I feel like you had more to say. Keep nice working, it up.



JOHP
Portfolio

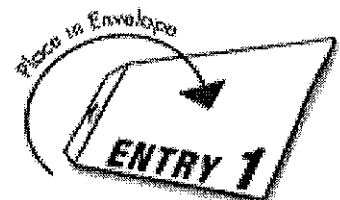
01198051
CANDIDATE I.D. 

Student B
Writing Sample #2

COVER SHEET

Attach to this cover sheet:

- ☒ Assignment/Prompt for Student Writing Sample #2 (one page maximum).
- ☒ Student Writing Sample (three pages maximum).
- ☒ Rubric (one page maximum).



The Great Depression Letter to FDR American Studies

You have been learning about the causes of, the effects from, and the proposed remedies for the Great Depression in the 1930s. You have also seen how Americans took it upon themselves to write letters directly to their president, FDR, during this time of need. Your assignment will be to assume the role of an American during the Great Depression and then write your own letter to FDR, expressing your personal story of challenge during this horrendous time in America.

ASSIGNMENT

- Assume the role of an American during the Great Depression.
- You could be a man or a woman, a city-dweller or a farmer, a banker or a shop owner, or whatever other role you can think of.
- Create a properly formatted **business letter** to FDR wherein you detail your challenges to him.
- Your business letter should have a sender address, a date, and a recipient address.
- Your letter should have a properly formatted salutation
- Your letter should include at least three body paragraphs
 - One that includes discussion of the causes of the Depression.
 - One that includes effects of the Depression.
 - One that includes the remedies of the Depression
- Each body paragraph should include at least two correct historic facts.
- Your letter's writing should be grammatically correct (even when writing as an undereducated farmer!).
- Please focus on using colorful words (you know, those emotionally loaded connotations)
- Please include direct quotes from the texts we have read in order to paint a better, more accurate picture of the times (remember...as if YOU were there!)
 - Think of it this way: you will use direct quotes from the texts AS your character's words.
 - Weave parts of quotes, change tenses, and use ellipses to make the original texts' words fit into what your character is "saying" while writing to FDR.

REQUIREMENTS

- ✦ Four (4) sources must be used and cited correctly throughout the research paper / business letter
- ✦ Here are the other elements upon which your entries will be graded:
 - A clear strong voice
 - Strong connection to the texts
 - Credible weaving of **historical details** from the class research (cited correctly)
 - *Please see the attached examples!*
- ✦ Creativity!
 - Use loaded words whenever you can to better portray the feelings of the times.
 - Use those other poetic devices (While this IS a letter, you want to be interesting!)
- ✦ Each paragraph (of which you need 3) must have at least **four direct quotes from the texts**. Citations must be present for each direct quote.
- ✦ **All texts must be cited from** (That means you'll need to have cited from 4 texts)
- ✦ A properly formatted bibliography page must be included.

First draft w/
my comments

I am a single mother in Colorado. My family is mostly safe from the dust with the few exceptions of when the wind carries it over from the southern regions. Although we aren't plagued by the storms, our crops have been destroyed and refuse to grow under such harsh conditions. "...god didn't create this land around here to be plowed up" (Egan 9), and we are suffering the consequences. My husband was a farmer on this land until the drought hit, and he left one day to find a job and has yet to return. The once prosperous land is now an infertile no mans ground, I can't blame people for leaving. I work at the local Woolworths, and as much as I dislike selling Dapper Dan to the "thousands of farmers and sharecroppers left their land behind" (Danzer et. al. 492), to head West, out of the dust, I need to feed my children. It is surprising to hear the stories of the places many of these people come from, Okalahoma, I hear "had fewer than two people per square mile..." (Egan 3). Its incredible how many people have left their homes, not only is the dust forcing people away, but "farmers continue to lose their land when they couldn't pay their debts..." (Danzer et. al. 491). People have no where to stay out here, and nothing to lose.

Comment [CW1]: Be sure that your quote integration still makes a complete sentence. Also, only use the ellipsis if you are taking material from the middle of a quote. There is no need here.

Comment [CW2]: Nice word choice. Just be sure of the punctuation.

Comment [CW3]: This might be a good place to use the [] to modify the verb tense as it does not make sense as it stands here.

Comment [CW4]: This is pretty awkward. What are you trying to say here.

Comment [CW5]: Check punctuation.

Comment [CW6]: Again, we don't need the ellipsis unless we're taking material from the middle of a quoted section.

The economic crisis the world is going through is causing extreme problems for everyone, especially for us farmers. If it wasn't enough of a struggle already, we have to lower wages, making it more difficult to buy the food that we would normally grow ourselves however; we are now incapable of that as well. The beautiful plains are now dull, lifeless, stages for the dancing dirt. The storms are ominous, "little by little the sky darkened by the mixing dust, and the wind [falls] over the earth [loosening] the dust, and [carrying] it away" (Steinbeck 6), blanketing the land with hazardous grit. Imagine Mr. President, not being able to calm your sobbing daughter frightened by the crackling dust. "...it could knock two people down, for the static electricity in the dusters is so bad" (Egan 6). If that still isn't bad enough, the sting of the winds is unbearable, "...on the skin, the dust was like a nail file, grit strong enough to hurt" (Egan 7). If for some reason you were outside when a storm hit, you would suffocate from the smog, "...[there are] days, you [can't] even see your hand in front of your face" (Egan 5). It temporarily alters our world.

Comment [CW7]: The integration must still make a complete sentence. This one does not.

Comment [CW8]: Nice strong word choices in this line.

Comment [CW9]: You know what to do here!

Comment [CW10]: Check the use of the ellipsis here, too.

Comment [CW11]: This is a great start! Be sure to double check a few things along the way. 1) Check spacing of a business letter. 2) Be sure that your integrations make complete sentences rather than the quote bombs. 3) Double check your use of the square brackets on tense. There are a few areas where the verbs don't seem quite right. 4) Look up the use of the ellipsis - you are not using that correctly. Your character's voice, though, sounds very much like a real person. You've shared her anguish at the time and made her sound like someone we might have met during the historic time period.

Revision Ticket of Entry
American Studies

Student's
Revision Ticket of
Entry leading to
draft #2

Name: Lahana

If you would like to submit a rewrite for a given assignment, please complete this sheet and its requirements in order to be eligible.

Step 1: Look at your original draft and the comments on it:

What are the strengths of this paper?

My character's voice is pretty strong. It sounds like a real person in the paper. I have the number of required quotes from all of the texts. My bibliography is correctly formatted.

What are the weaknesses of this paper?

My quotes are still bumpy in the paper. I am having a hard time making them smooth and punctuating them right.

Step 2: Access resources that can help you (in addition to the comments that the teachers have made):

Go to one of the following writing resources for assistance in shoring up your areas of weakness (ALL can be found in the Legacy HS LMC):

- *Writer's Inc.*
- *Style*
- *The Little Brown Handbook*
- *The MLA Handbook*
- Other comparable writing guide: _____ Handbook for Writers _____ (provide the name of source accessed)

What rules / ideas have you learned from this / these resources that will help you to improve your next draft (Cite **specific page numbers** and lessons from these books):

I went to page 418 of this book look up when comas needed to be used with quotations. I also went to page 452. That section talked about how I am supposed to use brackets within a quote to adjust it to fit my writing. I can make my quotations sound better if I change them with this stuff.

Step 3: Submit a new draft.

Please include ALL previous drafts with this resubmission.

Student B











Second draft
with my
commentsMyra Mellon
5693 Rose Dr.
Burlington CO
May 6, 1935President Franklin Delano Roosevelt
The White House
1600 Pennsylvania Ave. NW
Washington DC 200050

Dear President Roosevelt:

I am a single mother in Colorado. My family is mostly safe from the dust with the few exceptions of when the wind carries it over from the southern regions. Although we aren't plagued by the storms, our crops have been destroyed and refuse to grow under such harsh conditions. "God didn't create this land around here to be plowed up" (Egan 9), and we are suffering the consequences. My husband was a farmer on this land until the drought hit, he left one day to find a job and has yet to return. The once prosperous land is now an infertile no man's ground, I can't blame people for leaving. I work at the local Woolworths, and as much as I dislike selling Dapper Dan to the "thousands of farmers and sharecroppers [who] left their land behind" (Danzer et. al. 492), to head West, out of the dust, I need to feed my children. It is surprising to hear the stories of the places many of these people come from, Okalahoma, I hear "has fewer than two people per square mile" (Egan 3). Its incredible how many people have left their homes, not only is the dust forcing people away, but "farmers continue to lose their land when they [can]

On-line comments
from me.

Comment List

#	Page #	Symbol	Content
1	1		Zip code?
2	1		Nice smooth quote integration. This helps the paper really sound like a person's writing.
3	1		This would be a good run-on to correct with a semicolon.
4	1		Punctuation error created here.
5	1		Nice reference to O'Brother?
6	1		Good adjustment from the original quote.
7	1		Be careful of creating a run-on sentence here.
8	1		A run-on sentence has been created here.
9	1		Punctuation error created here.
10	1		This paragraph hints at some of the causes of the Great Depression, but it could go farther in talking about the financial issues of the 20s then leading to the 30s. While over-tilling the land did add to the potential of the Dust Bowl, there were many other economic issues that led to the Depression as a whole. Good job NOT blaming the Depression on the stock market crash - you have been paying attention!

Letter to FDR Rubric

	Advanced	Proficient	Partially Proficient	Unsatisfactory
Voice	<ul style="list-style-type: none"> The character's voice is authentic and reflects his or her challenges in the Great Depression. Connotations are used appropriately and in a sophisticated manner. 	<ul style="list-style-type: none"> The character's voice is somewhat stilted yet reflects his or her challenges in the Great Depression. Connotations are attempted and are mostly appropriate. 	<ul style="list-style-type: none"> The character's voice is stilted but still reflects his or her challenges in the Great Depression. Connotations are attempted but are approximate in intended meaning. 	<ul style="list-style-type: none"> The voice of the paper is more academic in nature rather than personal or narrative. Connotations are used inappropriately or are not attempted.
Quote Integrations	<ul style="list-style-type: none"> Direct quotations are taken from the required texts and modified to smoothly fit into the character's letter. Clipping sentence ends, the use of brackets, and the use of ellipses are effortlessly and unnoticeably integrated. The proper number of required quotations is included. 	<ul style="list-style-type: none"> Direct quotations are taken from the required texts. Clipping sentence ends, the use of brackets, and the use of ellipses are attempted but not smoothly integrated. The proper number of required quotation is included. 	<ul style="list-style-type: none"> Direct quotations are taken from less than the required texts. Integrations are not smooth and do not "sound" like the character's natural writing flow Less than the required number of quotations is included. 	<ul style="list-style-type: none"> Direct quotations are not utilized in the letter. Paraphrases rather than direct quotations are used.
Internal Citations / Bibliography	<ul style="list-style-type: none"> Each direct quotation is correctly and internally cited. A bibliography is formatted correctly with minimal errors. 	<ul style="list-style-type: none"> Most direct quotations are correctly and internally cited. A bibliography is formatted with some errors. 	<ul style="list-style-type: none"> Few direct quotations are correctly and internally cited. A bibliography is formatted with many errors. 	<ul style="list-style-type: none"> Quotations are not cited or attempted. A bibliography not attempted or grossly incorrectly formatted.
Historical Content / Connections	<ul style="list-style-type: none"> Historical facts are correct, clearly stated, and specific and in the appropriate paragraphs. 	<ul style="list-style-type: none"> Historical facts are mostly correct, stated, and somewhat specific and in the appropriate paragraphs. 	<ul style="list-style-type: none"> Historical facts are alluded to yet in the appropriate paragraphs. 	<ul style="list-style-type: none"> Historical facts are either not attempted or are incorrect.
Business Letter Format	<ul style="list-style-type: none"> Business letter format has few to no errors. 	<ul style="list-style-type: none"> Business letter format has few noticeable errors. 	<ul style="list-style-type: none"> Business letter format has many errors. 	<ul style="list-style-type: none"> Business letter formatting is incorrect and interferes with readability.

A very great place for making many improvements from your original. You got the flow pretty well from your writing to the material. Use of the brackets & ellipses is a story told from your character's Great Letter!

01198051

Student
B